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May 1972

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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 7 Number 5

May 1972

Research in Education

ED 058 465 - 059 408

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 013 371** **64** **AA 000 223**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif. Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449**

Date published. **Pub Date—15 Apr 66 Contract—OEC-4-16-023**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

Alternate source for obtaining documents. **EDRS Price MF-\$0.65 HC-\$3.29**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus of ERIC Descriptors*.

Informative Abstract.

(AL) Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AA

ED 058 465

AA 000 769

Mortimer, Kenneth P.

Accountability in Higher Education.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—AAHE-1

Pub Date Feb 72

Note—60p.

Available from—American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, *Educational Accountability, *Educational Administration, Governing Boards, *Government Role, *Higher Education, *Institutional Role, Organization

This paper is an overview of accountability in higher education. Chapter 2 considers 3 major contexts for the term accountability: managerial accountability; accountability versus evaluation; and accountability versus responsibility. Chapter 3 examines the increasing pressures to be more accountable to external forces; i.e., executive agencies, and the public. Chapter 4 covers the question of accountability with institutions themselves. Three major difficulties in assessing internal accountability are presented: (1) the weaknesses of academic authority result in increased pressures to codify the faculty-administrative relationship; (2) lack of clearly defined goals and objectives are frequently matched with proposals to hold institutions more accountable through certain management techniques and by increased emphasis on student learning; (3) organizational complexity of colleges and universities often results in proposals for decentralized decision-making structures that are not sufficiently aware of legitimate demands for accountability. Chapter 5 considers some possible trends in accountability for the 1970s. An extensive bibliography on the literature concludes the report. (Author)

ED 058 466

AA 000 770

Shulman, Carol H.

Collective Bargaining on Campus.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Report No—AAHE-2

Pub Date Mar 72

Note—48p.

Available from—American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *College Teachers, *Faculty Organizations, *Higher Education, *Professors, Tenure

Collective bargaining, a relatively recent development in higher education, has aroused considerable interest among the members of the academic community. Recent developments in higher education have encouraged their interest: a depressed job market; serious institutional financial difficulties; state centralization and loss of campus autonomy; legislative supervision of faculty working conditions; and lack of faculty governance at emerging state liberal arts colleges. This review of recent literature includes discussion of these developments, the impact of collective bargaining on the academic community, professional rights and duties of faculty, and legal problems of collective bargaining. An annotated bibliography of 55 documents concludes the study. (HS)

ED 058 467

AA 000 771

Breedin, Brent

Veterans in College.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Pub Date 1 Mar 72

Note—4p.

Available from—American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies \$1.5 each; over 10 copies \$1.0 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Federal Aid, Government Role, *Higher Education, *Military Personnel, *Veterans Education

Identifiers—*G I Bill of Rights

In 1946-47 colleges and universities across the nation witnessed an influx of World War II veterans. This was primarily due to the 1944 "G.I. Bill of Rights." This bill allowed any veteran to attend a higher educational institution of his choice with all financial burdens taken care of by the Federal government. As the original bill was extended or revised and new bills for the Korean and Vietnam veterans written, the results of the post-World War II experience were evaluated and considered. In 1969, the silver anniversary of the signing of the original bill, there were again a number of reviews and analyses written. This paper presents a review of the literature pertaining to the first "G.I. Bill" and subsequent bills as related to higher education, veterans, and the public interest. (Author/HS)

ED 058 468

AA 000 772

Hall, MaryAnne

The Language Experience Approach for the Culturally Disadvantaged.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Del.

Pub Date 72

Note—40p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$1.00 to members, \$1.50 to nonmembers)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, *Language Experience Approach, *Literature Reviews, Reading Instruction, *Reading Research, Research Methodology, *Research Needs

This review on the language experience approach to reading instruction for the culturally disadvantaged is one of the reading information series, designed to review the past, assess the present, and predict the future of reading education. The target audience are those with specific professional interests and needs: researchers, professors, and doctoral students. The first section reviews past research reviews and outstanding research studies. Then a synthesis is worked out by examining the research from a critical viewpoint, assessing knowledge, and considering limitations in both coverage and research methodology. Topics treated in the synthesis section are achievement, readiness, creative writing, spelling, oral language development, student attitudes, teacher attitudes, and research methodology. The third section makes recommendations and points out particular needs in the area for future research. A bibliography is included. (AW)

ED 058 469

24

AA 000 773

Piele, Philip K., Ed. Smith, Stuart C., Ed.

Directory of Organization and Personnel in Educational Management. Third Edition: 1971-1972.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Dec 71

Contract—OEC-0-8-080353-3514

Note—71p.

Available from—Editor's Office, ERIC Clearinghouse on Educ. Mgmt., University of Oregon, Eugene 97403 (\$3.00, Make checks payable to Institute for Community Studies)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Decision Making, *Directories, *Educational Administration, *Educational Facilities, Educational

Finance, *Educational Researchers, Evaluation, Higher Education, Institutional Research, Instruction, Management, Organizational Climate, *Organizations (Groups), Professional Associations, Teachers, Vocational Education. Compiled as a tool for locating information about research in educational management, this new edition has been expanded both in the scope of its subject areas and in the number of organizations and researchers listed. The directory, with increased coverage of research on educational facilities, lists 154 organizations and 416 individuals. Cited for each organization is its name and address, purpose, policy for supplying information to users, geographic service areas, and topics of available publications. The personnel section cites each researcher's name, title, address, subject areas, research affiliation, and available publications. Extensive subject indexes are provided for both organizational and personnel sections. (Author)

ED 058 470 AA 000 774
Evaluation of the Emergency School Assistance Program. Volume I: Summary. Final Report.
 Resource Management Corp., Bethesda, Md.
 Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
 Report No.—UR-163
 Pub Date 15 Feb 72
 Contract—OEC-0-71-0845
 Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Case Studies (Education), Comparative Analysis, Data Collection, Educational Research, Elementary Schools, *Federal Programs, Minority Groups, *Program Evaluation, *Racial Integration, Research Methodology, School Integration, *School Surveys, Secondary Schools

Identifiers—*Emergency School Assistance Program, ESAP, LEA, Local Education Agency. The Emergency School Assistance Program (ESAP) was developed as a Federal program to aid local education agencies (LEAs) in achieving and adjusting to recent racial desegregation of their public school systems. This is one of three volumes that constitute the final report of the evaluation of the ESAP. In Volume I, a summary of the overall study is presented. While briefly describing the technical approach and methods, this volume mainly presents and interrelates the findings of the survey of Phase I and the case studies of Phase II. The purpose of the evaluation was to: (1) Verify that ESAP project were being conducted and determine whether changes in objectives or activities occurred from original plans; (2) Assess the effectiveness of ESAP on the following bases: Has the ESAP accomplished its goals?; What has been the overall impact of ESAP at the school level?; What has been the differential impact produced by the various types of ESAP activities?; Have ESAP projects had a meaningful role in the desegregation process?; (3) Assess the effectiveness of local project management in contributing to successful operation of ESAP projects; and (4) Assess the utility of the technical assistance provided by Federal ESAP staff to local school districts. Conclusions and recommendations are given. (For related documents, see ED 058 471 and ED 058 472.) (DB)

ED 058 471 AA 000 775
Evaluation of the Emergency School Assistance Program. Volume II: Design and Findings of Phase I Survey. Final Report.
 Resource Management Corp., Bethesda, Md.
 Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
 Report No.—UR-163
 Pub Date 15 Sep 71
 Contract—OEC-0-71-0845
 Note—420p.

EDRS Price MF-\$0.65 HC-\$16.45
 Descriptors—Administrator Attitudes, Attendance Records, Behavior Change, Caucasians, *Changing Attitudes, Court Litigation, Data Collection, Federal Aid, *Federal Programs, *Financial Support, Interviews, Negroes, *Program Evaluation, Racial Attitudes, Racial Integration, Role Perception, Sampling, School Districts, Student Attitudes, *Surveys, Teacher Attitudes, Technical Assistance
 Identifiers—*Emergency School Assistance Program, ESAP

An effort by the Office of Education to assist some 900 school districts, through financial aid, with the problems attendant with the final stages of their desegregation plan or the carrying out of a court-ordered plan is discussed. This effort, the Emergency School Assistance Program (ESAP), was evaluated to determine: (1) overall effectiveness, (2) activities which seemed to be achieving greater results, (3) extent to which projects were carried out as planned, (4) effectiveness of DHEW technical assistance, (5) effectiveness of project management, and (6) the role played by the project's Bi-Racial Advisory Committee (BRAC). A sample of 252 of the funded districts was selected to provide a wide mix of areas according to percent minority, grant size, percent of students reassigned, and geography. In each of these districts the project director, and a sample of principals, teachers, and students were personally interviewed. The evaluation plan revolved around the ability of the respondent to perceive change in 12 specifically defined areas related to desegregation. Respondents perceived considerable improvement during the school year in most of the 12 measures of interracial behavior. It varied from about 65% for the formation of interracial friendships to 7% for improved attendance of white students. The degree to which respondents cited a specific ESAP activity as causing a positive change was exceedingly low. (For related documents, see ED 058 470 and ED 058 472.) (Author/CK)

ED 058 472 AA 000 776
Evaluation of the Emergency School Assistance Program. Volume III: Design and Findings of Phase II Case Studies. Parts A, B, and C. Final Report.
 Resource Management Corp., Bethesda, Md.
 Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.
 Report No.—UR-163
 Pub Date 15 Sep 71
 Note—782p.

EDRS Price MF-\$0.65 HC-\$26.32
 Descriptors—Administrative Personnel, *Case Studies, Comparative Analysis, Educational Change, Educational Quality, Federal Aid, *Federal Programs, *Financial Support, Objectives, Problem Solving, *Program Evaluation, Public Schools, School Districts, *School Integration, Social Change, Surveys, Technical Assistance

Identifiers—*Emergency School Assistance Program, ESAP. Phase II of the Emergency School Assistance Program (ESAP), a federal program designed to aid local education agencies in bringing about racial desegregation of their public school systems is discussed. This phase is an intensive study of 20 selected ESAP districts, which identifies and documents ESAP activities that have successfully aided the desegregation process. The following study objectives were established: (1) increase the understanding of how and why local school districts implement ESAP projects, (2) identify special problems of local education agencies in relation to their process of school desegregation, and (3) evaluate the social and educational impacts of current ESAP activities in meeting their special problems and identify any features that tend to make an activity successful. The evaluation process in Phase II consisted of three parts: (1) individual case studies, (2) comparative analysis of ESAP activities, and (3) survey instruments. Conclusions include: (1) the ESAP activities tended to help the process of desegregation but had little effect on the quality of education in the schools; (2) Counseling activities received high marks by their evaluators for their roles in aiding desegregation; (3) ESAP provided local school officials with an acceptable reason for undertaking certain actions; and (4) The 20 districts included a mixture of many successful and few unsuccessful ESAP activities. Appendices A through T include data on the 20 district studies. (For related documents, see ED 058 470-471.) (CK)

ED 058 473 AA 000 777
Schools, People, & Money. The Need for Educational Reform. Final Report.
 President's Commission on School Finance, Washington, D.C.
 Pub Date Mar 72
 Note—157p.
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Early Childhood Education, Educational Change, *Educational Economics, *Educational Finance, Educational Needs, *Elementary Education, Federal Aid, Private Schools, *Public Education, Research Projects, *Secondary Education, State Aid
 Identifiers—*United States

This report presents proposals for action at every level of government and in every kind of institution that affects and comprises American elementary and secondary education. Part 1, Summary of Findings and Recommendations, deals only with the major issues. Part 2, The Commission's Final Report, contains 15 chapters, as follows: I. Introduction; II. Background; III. The Need for Reform; IV. Preeminence of State Government in Education; V. Full State Funding of Elementary and Secondary Education; VI. Strengthening State Administration of Education; VII. Saving the Inner City Schools; VIII. Toward Early Childhood Education; IX. The Public Interest in Nonpublic Education; X. Making the Educational System Accountable; XI. Relating Education to Career Needs; XII. Creating School Districts with Balanced Resources; XIII. Exploring Innovations and New Alternatives; XIV. Asserting the National Interest in Education; and XV. Concluding Comments. Part 3 contains supplementary comments and dissents. Part 4 is comprised of nine appendices, as follows: A. Executive Order Establishing Commission on School Finance; B. Listing of Organizations that Submitted Statements to Commission; C. Listing of Contractor and Commission Staff Studies (28 studies in 34 volumes); D. State Boards of Education and Chief State School Officers; E. Number of School Districts Operating Schools by State and Type of District; F. Relative Educational Need Index; G. Estimate of Pre-Primary Enrollment; H. Alternative Bases for Federal Incentive Grants for Full-State Funding; and I. Federal Funding of Report Recommendations. (DB)

ED 058 474 AA 000 778
 Vlaanderen, Russell B. Lindman, Erick L.
Intergovernmental Relations and the Governance of Education.
 Education Commission of the States, Denver, Colo.

Spons Agency—President's Commission on School Finance, Washington, D.C.
 Pub Date 29 Oct 71
 Contract—OEC-0-71-2413(010)
 Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58
 Descriptors—Conferences, Data Analysis, *Educational Accountability, *Educational Finance, Educational Policy, Federal Aid, *Federal State Relationship, *Governance, Government Role, Questionnaires, Role Perception, State Aid, *State School District Relationship

The roles of each level of government, Federal, State, and local, in providing quality education and equal educational opportunity were studied. To determine the roles, the opinions of informed and concerned political and educational leaders were sought through the administration of a questionnaire and the holding of a conference. Through these means, answers to the following six questions were sought: (1) What are the responsibilities of each level of government to (a) assure every child a minimum level of educational opportunity, (b) upgrade the quality of education throughout the country, and (c) stimulate school systems to meet categories of national need? (2) Can the role of each level of government be rationalized and generally accepted? (3) How can responsibility and accountability be applied at each level? (4) What are the appropriate relationships between the executive and school boards, commissions, and the chief state school officer? (5) How can the concept of new federalism be applied to the educational field? (6) Can a mechanism for incorporating the views of each level be established for educational policy development and for identification of national priorities? If so, what would be the best mechanism. Tabulations of the responses by region and respondent's position are provided, as are the conference papers. Findings, conclusions, and recommendations are given. (For related document, see ED 058 473.) (DB)

ED 058 475 AA 000 779
 Falcon, James C.
What State Legislators Think about School Finance. An Opinion Survey of State Legislature Education Committee Chairmen.

Educational Testing Service, Princeton, N.J.; President's Commission on School Finance, Washington, D.C.

Pub Date 3 Jan 72

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Finance, Educational Innovation, Education Vouchers, *Federal Aid, *Governance, Performance Contracts, Private Schools, Program Administration, *School Taxes, *State Aid, Statistical Studies, Tax Allocation

The attitudes of State legislative education committee chairmen concerning possible changes in the financing and governance of education were surveyed. The chairmen provided comments on the deficiencies in federal, State, and local revenue sources; discussed problems of governance; gave their opinions on educational innovations and program management; and expressed their attitudes toward nonpublic schools. The report presents statistical data on the responses to individual questions in the survey, and concludes that the committee chairmen favor substantial changes in elementary and secondary school finance. They support (1) increased State financing of education to equalize tax burdens among localities, (2) greater reliance on income taxation with consequent local property tax relief, (3) reformation of local property tax assessment procedures, (4) increased federal assistance in the form of general aid to education, and (5) increased spending on education research and development. Most chairmen react unfavorably to public aid to nonpublic schools. (For related document, see ED 058 473.) (Author/JF)

ED 058 476

AA 000 780

Goffman, Irving J. And Others

The Concept of Education as an Investment. Final Report.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Aug 71

Contract—OEC-0-71-1346

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cost Effectiveness, *Economic Factors, *Educational Finance, Evaluation Techniques, *Human Capital, Human Resources, Income, *Investment, Taxes

The economic benefits and investment functions of education and its relationship to other human resource investments are reported. In addition, a report on the revenue yields of various taxes related to economic conditions is included. The concept of human investment is discussed from the standpoint of its similarities with physical capital investment, dissimilarities: differences in degree, and dissimilarities: differences in kind. Conceptual problems in evaluating educational investment are related to the economist's use of benefit-cost-analysis and rate-of-return-analysis. Economic and social benefits accruing from education are seen as external benefits. Empirical evidence on rates of return is presented in discussions of internal rate of return, discrimination and rate of return analysis, and the return to increased quality. The question of how education influences the size of a nation's output is discussed as to factors in economic growth, the quantity and quality of productive resources, and the mystery of the econometric residual. Revenue limitations related to economic growth, with particular emphasis on educational programs, are examined as to revenue availability, increasing revenue from available sources, some problems of competing resource demands, and taxpayer revolt. (For related document, see ED 058 473.) (DB)

ED 058 477

AA 000 781

Myers, Will S. And Others

State-Local Revenue Systems and Educational Finance.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 12 Nov 71

Note—260p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Finance, Equalization Aid, *Federal Aid, Local Government, School District Spending, School Support, *School Taxes, *State Aid, *Tax Allocation, Taxes

This study analyzes the self-help capabilities of the States to equip themselves with a highly

productive State-local revenue system that could underwrite a major share of school costs. The present state-local revenue system is said to be impaired in its productivity and equity by: (1) the regressive impact of property, general sales, and selective excise taxes; (2) the imbalance between fiscal resources and certain functional responsibilities of government; (3) the sluggish response of state and local revenues to economic growth; and (4) the difficulties in assuring equitable administration of the property tax. Possible solutions to these problems are presented in relation to the achieving of a heavy-duty State-local revenue system. A discussion of the implications of Federal financing of public welfare and Federal revenue sharing for school finance and for the improvement of State-local tax systems is given. Five appendices provide the following: A. Major Recommendations of State Tax Studies, 1968-1971; B. Bibliography of Selected Materials on State and Local Finance; C. Constitutional and Statutory Limitations on State and Local Borrowing and Property Taxation; D. Appendix Tables and E. The Rough Road to Tax Reform: The Ohio experience. The report proper is illustrated with 27 tables. (For related document, see ED 058 473.) (DB)

ED 058 478

AA 000 782

Levin, Betsy And Others

Public School Finance: Present Disparities and Fiscal Alternatives. Volume I.

Urban Inst., Washington, D.C.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Jan 72

Contract—OEC-0-71-0907

Note—326p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Comparative Analysis, *Educational Finance, Educational Needs, Expenditures, *Financial Policy, Income, Objectives, *Public Schools, Research, School Districts, School Taxes, *State Aid, Statistical Data, Suburban Schools, *Tax Rates, Urban Areas, Urban Schools

Identifiers—California, Colorado, Delaware, Hawaii, Michigan, New Hampshire, New York, North Carolina, Washington

Among the major objectives of this study was the determination of the nature and extent of disparities in revenues and expenditures among a group of selected states, and among type of districts within and across these states. A common pattern in education finance characteristics was found within each type of district, particularly among central cities. Suburban districts—although they have the widest variations in characteristics of any type of school district—generally follow a common pattern when they are grouped together. Sharp differences were also found from state to state in the share of educational costs borne by different income groups, ranging from roughly proportional tax burdens to highly regressive. The disparity analysis is an attempt to provide an overview of the existing structure of education finance and the causes for inequalities in both dollar expenditures and resources. An additional objective of the disparity analysis was to provide basic statistical data for examining alternative tax and distribute approaches as well as specific allocation formulas. Some of these alternatives are: (1) state matching grants based on fiscal capacity, (2) equal dollars for equal tax effort, (3) educational need grants, and (4) state assumption of costs for specific functions. (For related document, see ED 058 473.) (Author/CK)

ED 058 479

AA 000 783

Levin, Betsy And Others

Public School Finance: Present Disparities and Fiscal Alternatives. Volume II: Analysis of Individual States.

Urban Inst., Washington, D.C.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Jan 72

Contract—OEC-0-71-0907

Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Comparative Analysis, *Educational Finance, Expenditure Per Student, *Financial Policy, Objectives, *Public Schools, School Districts, School Taxes, *State Aid, Tax Rates, Teacher Characteristics, Teacher Salaries

Identifiers—California, Colorado, Delaware, Michigan, New Hampshire, New York, North Carolina, Washington

Detailed information is provided on each of eight states included in a study of selected education finance characteristics. The eight states are Delaware, North Carolina, and Washington (States with a high level of state funding relative to total state-local funds for education); New York, Michigan, and California (moderate state aid states); and Colorado and New Hampshire (low state aid states). School district fiscal characteristics such as per pupil property values, property taxes and rates, and income characteristics by type of school district are described. The major factor explaining disparities in per pupil expenditures is teacher characteristics (salaries, years of teaching, and level of education). (For related document, see ED 058 473.) (Author/CK)

ED 058 480

AA 000 784

Jones, Thomas H.

Review of Existing State School Finance Programs. Volume I. A Commission Staff Report.

President's Commission on School Finance, Washington, D.C.

Pub Date 71

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Court Litigation, *Educational Finance, Equal Education, Equalization Aid, Expenditure Per Student, Grants, Local Government, *Resource Allocations, *School Support, *State Aid, Tax Effort

This volume of a two-volume report presents a study of how existing State school finance formulas operate. Volume I contains five chapters. The first chapter discusses the beginnings of modern systems of school support in the United States. Chapter two explains in some detail the five basic distribution models used in the apportionment of State education funds. The third chapter demonstrates how inter-district expenditure disparities occur due to the imposition of local tax surcharges beyond the mandates of the State financed program. Chapter four examines recent Court cases challenging the constitutionality of present State school funding programs. Chapter five discusses some proposals for change. The first appendix to volume one reviews recent proposals for change advocated in the reports of State school finance commissions. A second appendix contains a summary of current legal challenges to State school financing systems. (For related document, see ED 058 473.) (Author/DB)

ED 058 481

AA 000 785

Barr, Richard And Others

Review of Existing State School Finance Programs. Volume II. Documentation of Disparities in the Financing of Public Elementary and Secondary School Systems—by State. A Commission Staff Report.

President's Commission on School Finance, Washington, D.C.

Pub Date 71

Note—218p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Comparative Analysis, *Educational Finance, Elementary Schools, Expenditure Per Student, Public Schools, *Resource Allocations, School District Spending, *School Support, Secondary Schools, *State Aid, *Statistical Analysis, Tables (Data)

Identifiers—*United States

This second volume of a two-volume study contains statistical analyses of the school funding systems in each of the 50 States. Three tables document existing disparities in the States' methods of raising and distributing funds for education. A fourth table indicates the approximate additional cost of equalizing per-pupil expenditure within each State. (For related document, see ED 058 473.) (DB)

ED 058 482

AA 000 786

Wise, Arthur E.

The Foundation Program and Educational Needs: A Conceptual Analysis.

Chicago Univ., Ill. Graduate School of Education. Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Sep 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, Comparative Analysis, *Conceptual Schemes, Court Litigation, *Educational Finance, *Educational Needs, Educational Programs, Equal Education, Expenditure Per Student, *Foundation Programs, Program Evaluation, School Districts, School Funds, School Taxes, *State Aid, State Programs

The conceptual differences between the foundation program and educational needs approaches to the distribution of school funds are analyzed. Under the foundation approach, the state generally guarantees that, irrespective of local wealth, every child will have a minimum number of dollars expended on his education. In operation, the foundation program provides more educational resources to children in wealthy school districts and fewer resources to children in poor districts. A minimal definition of equality of educational opportunity is that the quality of a child's education should not depend upon where he happens to live. A recent California Supreme Court decision requires a rational educational finance scheme within the state. Several definitions of equality of educational opportunity are proposed: (1) minimum attainment, (2) leveling, (3) competition, (4) equal dollars per pupil, (5) maximum variance ratio, and (6) classification. (For related document, see ED 058 473.) (Author/CK)

ED 058 483 AA 000 787

Whelan, Charles M. Freund, Paul A.
Legal and Constitutional Problems of Public Support for Nonpublic Schools.

Fordham Univ., New York, N.Y. School of Law.
Spons Agency—President's Commission on School Finance, Washington, D.C.
Pub Date Nov 71
Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Court Cases, *Educational Finance, Educational Legislation, *Federal Aid, Guidelines, Legal Problems, *Private Schools, Religious Factors, School Law, *State Aid, *State Church Separation, Supreme Court Litigation

Two authors analyze the problems facing aid to nonpublic school education and review relevant court decisions, emphasizing the latest Supreme Court decisions on the subject. Charles M. Whelan provides an analytical framework for determining the constitutionality of various assistance forms. He suggests that each program should be submitted to three analytic levels: (1) the objective -- abstention from taxation or provision of positive assistance that requires an appropriation; (2) the form -- money, services, equipment, facilities, or material; (3) the channel -- direct recipient of the assistance (school, student, teacher, or parent). Mr. Whelan notes a fundamental constitutional difference between "appropriation aid" and "tax benefits" in that appropriation aid, except in special cases, must be restricted to secular education while tax benefits need not be. Paul A. Freund examines specific types of proposed assistance and attempts to suggest which are legitimate. He discusses bus fares, other welfare assistance, textbooks, equipment and facilities, shared time, grants to pupils or families, tax deductions-credits, and preferential or exclusionary school policies. An appendix by both authors considers certain State and federal legislation plans, drafted before the Supreme Court decisions of June 28, 1971, that fall into two categories: grants to families and tax credits. (For related document, see ED 058 473.) (Author/JF)

ED 058 484 AA 000 788

Fahy, Frank J.
Economic Problems of Nonpublic Schools.

Notre Dame Univ., Ind.
Spons Agency—President's Commission on School Finance, Washington, D.C.
Pub Date Oct 71
Contract—OEC-0-71-0968
Note—669p; Prepared by the Office for Educational Research

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Case Studies, Catholic Parents, Catholic Schools, *Changing Attitudes, *Cost Effectiveness, Data Analysis, Data Collection, *Economic Factors, *Educational Finance, Elementary Schools, Enrollment Trends, Financial Policy, Income, Parent Attitudes, *Private Schools, Projects, School Role, Secondary Schools, Standards, Urban Areas, Values

A project that obtained secondary data images on all nonpublic schools, secular and sectarian, in the United States is described. Original data were gathered for five in-depth case studies. This project was limited to an analysis of nonpublic schools through grade 12; it included several subdivisions. Studies on nonpublic schools were conducted in the following areas: (1) attitudinal demand, (2) present enrollment and projection of future enrollment, (3) costs and revenues with concomitant projections, (4) estimates of marginal costs to public schools resulting from nonpublic school failure, (5) in-depth analyses of costs, revenues, and marginal transfer costs in five selected cities, (6) a secondary analysis case study of determinants of enrollments in Catholic schools, and (7) an examination of criteria for aid to nonpublic schools with implications for public policy. It was found that: (1) American Catholics want their children to receive some formal religious instruction; (2) Nearly all Catholics are cognizant of the distinctiveness of both parochial and public schools; and (3) Quality assessments of educational programs, and subsequent decisions as to where to enroll one's children appear to be a function of one's personal set of education-related priorities. (For related document, see ED 058 473.) (Author/CK)

ED 058 485 AA 000 789

Cohen, Dean Wilbur J. And Others

The Financial Implications of Changing Patterns of Nonpublic School Operations in Chicago, Detroit, Milwaukee and Philadelphia.

Michigan Univ., Ann Arbor. School of Education.
Spons Agency—President's Commission on School Finance, Washington, D.C.
Pub Date Oct 71
Note—246p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Capital Outlay (for Fixed Assets), Census Figures, Cost Effectiveness, Demography, *Educational Finance, Educational Legislation, *Enrollment Trends, Housing, Migration Patterns, *Nun Teachers, *Private Schools, *Public Policy, Racial Composition, School Closing, Student Teacher Ratio, Tables (Data), Transfer Students, *Urban Schools

Data for use in the development of sound public policies for financing education in the United States are provided. Chapter I deals with enrollment trends relating to urban public and nonpublic schools with a discussion of demographically related elements such as housing, migration, and race. Enrollment data is broken down by years, sponsors, grade divisions, and race. Educational trends that affect school enrollments are discussed such as the decline of religious teachers in Catholic schools, and rising costs in public and nonpublic schools. In Chapter II, the capacity of the Chicago, Detroit, and Milwaukee school systems to absorb additional students without new school construction is shown to vary substantially, depending on the nature of the standards that are used to define an acceptable student teacher classroom ratio. Chapter III estimates the current economic value of nonpublic school operations in Chicago, Detroit, and Milwaukee, based on 1970-71 cost data for capital outlay and operations. Chapter IV deals with public and nonpublic schools in Philadelphia concerning enrollment trends, building capacity, and financial impact of declining nonpublic school enrollment. Chapter V summarizes highlights of the study report. (For related document, see ED 058 473.) (Author)

ED 058 486 AA 000 790

Erickson, Donald A. Madaus, George F.

Issues of Aid to Nonpublic Schools. Volume I: Economic and Social Issues of Educational Pluralism.

Boston Coll., Chestnut Hill, Mass. Center for Field Research and School Services.
Spons Agency—President's Commission on School Finance, Washington, D.C.
Pub Date 1 Jun 71
Contract—OEC-0-71-1029
Note—823p.

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—Catholic Schools, *Economic Factors, Educational Finance, Education Vouchers, Federal Aid, Parochial Schools, *Private Schools, Public Policy, *School Support, *Social Factors, State Aid
Identifiers—*Educational Pluralism

This is the first of four volumes that present the results of studies of two project topics,

designated as Project 3 and Project 4. The topics are described as follows: Project 3--A study of the current and potential economic and social contributions of nonpublic schools and the potential for increased cooperation between public and nonpublic schools; and Project 4--A review and assessment of public assistance programs for nonpublic schools. The results of Project 3 are found, for the most part, in Volume I. The 10 chapters of this volume present what is believed to be the most adequate information any public body has had available thus far in connection with the issues of aid to nonpublic schools. A collection of nine papers is included in the volume. (For related document, see ED 058 473.) (DB)

ED 058 487 AA 000 791

Donovan, John D. And Others

Issues of Aid to Nonpublic Schools. Volume II: The Social and Religious Sources of the Crisis in Catholic Schools.

Boston Coll., Chestnut Hill, Mass. Center for Field Research and School Services.
Spons Agency—President's Commission on School Finance, Washington, D.C.
Pub Date 15 Mar 71
Contract—OEC-0-71-1029
Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Catholic Elementary Schools, Catholic High Schools, *Catholic Schools, *Educational Finance, Educational Problems, *Parochial Schools, *Religious Factors, School Support, *Social Factors

Identifiers—*United States, Vatican Council II

The more important factors responsible for the contemporary crisis in Catholic schools throughout the United States are identified. The identification is made through discussions of the following topics: (1) An overview of the socio-historic and socio-religious forces responsible for the establishment and growth of the Catholic elementary and secondary school systems; (2) A nontechnical description of the existing Catholic school system in terms of its basic units, policy and administrative structures, financing, and staffing; (3) A statistical delineation of the more conspicuous symptoms of the Catholic school crisis in retrospective and in prospect; and (4) An analysis of the social and religious forces, specifically the nexus between demographic, economic, social, and educational changes and significant changes in the American religious mentality and in the goals and structures of Catholicism since the watershed of Vatican Council II. (For related document, see ED 058 473.) (DB)

ED 058 488 AA 000 792

Erickson, Donald A. Madaus, George F.

Issues of Aid to Nonpublic Schools. Volume III: Public Assistance Programs for Nonpublic Schools.

Boston Coll., Chestnut Hill, Mass. Center for Field Research and School Services.
Spons Agency—President's Commission on School Finance, Washington, D.C.
Pub Date Jun 71
Contract—OEC-0-71-1029
Note—778p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—*Catholic Schools, Data Analysis, *Educational Finance, Educational Programs, *Federal Aid, Federal Programs, Guidelines, Instructional Program Divisions, *Political Issues, *Private Schools, Program Evaluation, Questionnaires, Research

Identifiers—ESEA Title I Programs

The results of a study designed to determine the degree to which the public interest has been and will be served by a variety of Federal assistance programs available to nonpublic schools are reported. Three sets of guideline questions were developed. The first set concerned what programs and to what school levels were offered. The second set concerned the areas of success or failure in carrying out the intent of the programs. The third set related to the future effectiveness of such programs. An inventory of all Federal Assistance Programs for which nonpublic schools were eligible was developed in order to indicate the extensiveness of the Federal endeavor. Non-public school personnel were requested to respond on a broad scale ranging from an indication of mere awareness of the breadth of programs to a rather detailed knowledge of each program. In order to gain insight on a specific and longitudinal level, the

research team selected Title I of ESEA of 1965 for in-depth investigation. Recommendations are made based on the data of the present study. (For related document, see ED 058 473.) (Author/CK)

ED 058 489 AA 000 793

Erickson, Donald A. Madaus, George F.
Issues of Aid to Nonpublic Schools. Volume IV: Appendices.

Boston Coll., Chestnut Hill, Mass. Center for Field Research and School Services.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Jan 71

Contract—OEC-0-71-1029

Note—740p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—Administrator Attitudes, *Attitudes, Data Analysis, *Data Collection, Educational Environment, *Educational Finance, Educational Programs, Educational Quality, Elementary Schools, *Federal Aid, Objectives, Parent Attitudes, Political Issues, *Private Schools, Questionnaires, Role Perception, Sampling, Secondary Schools, Student Opinion, Teacher Attitudes

This document reports on the role of the Federal Government in rendering financial aid to non-public schools. This report includes facts and attitudes. A two-fold approach toward gaining attitudinal data was undertaken. A critical review of existing attitudinal data was commissioned and an analysis of the attitudinal data gathered as part of another study was funded. A listing of non-public schools in the United States was compiled based on Office of Education records with additions from other sources. The final list include elementary and secondary schools which offer either a general or college preparatory academic program. From this list, a representative sample was selected. A sample of 750 schools was chosen to receive two questionnaires. A subsample of 250 schools was selected for an in-depth study; these schools received an additional four questionnaires: (1) the faculty questionnaire, (2) the student questionnaire, (3) the parent questionnaire, and (4) the governing board questionnaire. Like the school head questionnaire, these questionnaires sought data on the individual's background, his attitudes and opinions. The analysis considered elementary and secondary data separately. It is divided into 10 or major sections: (1) background correlates of non-public schools, (2) perceived quality of non-public schools, (3) affective atmosphere of the schools, (4) goals of parents and students, and six others. (For related document, see ED 058 473.) (Author/CK)

ED 058 490 AA 000 794

Erickson, Donald A. Madaus, George F.
Issues of Aid to Nonpublic Schools. Summary Analysis.

Boston Coll., Chestnut Hill, Mass. Center for Field Research and School Services.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 17 Sep 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catholic Schools, *Educational Finance, Educational Problems, *Private Schools, *Public Policy, *School Support

This is a summary analysis of Volumes I, II, III, and IV (see ED 058 486-489 of Issues of Aid to Nonpublic Schools. The cardinal ideas in these volumes are discussed under the following topics: Popular Fallacies as to the Role of Nonpublic Schools; The Nature of the Crisis in Nonpublic Schools; and Perils of Public Policy. The central outcomes of the study are stated as follows: I. A number of popular conceptions as to the role of nonpublic schools in American life are questionable and misleading; II. The nature of the crisis in nonpublic education is quite different from what is generally assumed; and III. Superficial attempts to alleviate the crisis will probably produce results opposite to those officially espoused. (For related document, see ED 058 473.) (DB)

ED 058 491 AA 000 795

Foerster, Janet Shedd

Public Aid to Nonpublic Education.

President's Commission on School Finance, Washington, D.C.

Pub Date Oct 71

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Driver Education, Dual Enrollment, Educational Equipment, *Educational Finance, *Federal Aid, Handicapped Children, Health Services, Nutrition, *Private Schools, Questionnaires, *State Aid, *State Federal Support, Student Loan Programs, Tables (Data), Teacher Salaries, Textbooks, Transportation

This compilation of Federal, State, and local aid available to nonpublic schools emphasizes State-aid programs. The data, obtained from responses by 50 chief budget officers to a questionnaire, are presented in the form of three charts. Chart I covers the status of State aid to nonpublic education for fiscal year 1972; Chart II sets forth expenditures on nonpublic education by State for fiscal years 1970-71 and 1972; and Chart III is a nationwide summary of State expenditures by program type for fiscal years 1970-71 and 1972. Because dollar amounts were available from only 64 of the 123 programs identified, it is concluded that the national total of State expenditures on aid to nonpublic schools is greater than that reported. A summary of the State aid programs to nonpublic education, a listing of local aid program types, and an appendix display of the survey questionnaire and aid form definitions complete the report. (For related document, see ED 058 473.) (Author/MLF)

ED 058 492 AA 000 796

Erickson, Donald A. Donovan, John D.

The Three R's of Nonpublic Education in Louisiana: Race, Religion, and Region.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Jan 72

Contract—OEC-0-72-0339

Note—335p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Case Studies, Catho'c Elementary Schools, Catholic High Schools, *Catholic Schools, *Educational Finance, Enrollment Rate, Open Education, *Private Schools, *State Surveys

Identifiers—*Louisiana

Several public policy issues, particularly the ebb and flow of nonpublic school enrollment at elementary and secondary levels and the causes and implications of those fluctuations, were studied. The research consisted of a state-wide analysis and 12 case studies of nonpublic education in Louisiana. The eight chapters are organized into two major sections. Part I, which included Chapters 1 through 4, presents the state-wide analysis, and Part II, Chapters 5 through 8, contains the illustrative Materials, which are four of the case studies that cover topics of general interest. Results of the study show that while a "crisis of confidence" appears to characterize patrons and sponsors of Catholic schools nationally, no comparable phenomenon was encountered in Louisiana. It is suggested that the impressive holding power of nonpublic schools in this State may be partly attributable to specific nonracial problems facing public schools in some areas, to unique contributions of Catholic schools catering primarily to black patrons, to a relatively moderate rate of migration by Catholics from the cities to the suburbs, to a recent disproportionate population increase in the Southeast, and to a slight tendency to draw patrons from a higher income strata than the national norm for Catholic schools. (For related document, see ED 058 473.) (DB)

ED 058 493 AA 000 797

Kennedy, Joseph C.

Big City Schools in America: The Views of Superintendents and School Board Presidents.

Battle (Mark) Associates, Inc.; President's Commission on School Finance, Washington, D.C.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, Disadvantaged Youth, *Educational Finance, Educational Innovation, Education Vouchers, Equal Education, *Federal Aid, *Inner City, Performance Contracts, School Taxes, *State Aid, State Church Separation, Superintendents, Tax Allocation, *Urban Education

Attitudes of the superintendents and school board officials of 25 major cities concerning the operation of their schools were determined. In lengthy discussions, these officials observed that

big city schools need massive financial assistance from State and Federal governments, since the local property tax as a base is inadequate, and because the raising of local taxes would hasten the flight to the suburbs. These administrators are also convinced that, for urban schools to receive their "fair share," federal aid must bypass State and municipal agencies and come directly to the urban school systems. They also advocate "more than equal" amounts of money to provide equal educational opportunity for all children; see racial integration as a large problem facing big city schools; consider education vouchers a threat to integration efforts, and favor metropolitanism as an integration method. These officials urge decentralization of big city school systems inclusive of community participation, but exclusive of community control of schools. They oppose the use of public funds for assistance to nonpublic schools. (For related document, see ED 058 473.) (Author/JF)

ED 058 494

AA 000 798

Iannaccone, Laurence

Problems of Financing Inner City Schools. Political, Social, and Cultural Constraints upon Financing Improved Urban Education and Proposals to Overcome Them.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 71

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board Administrator Relationship, Boards of Education, Citizen Participation, Educational Administration, Educational Equality, *Educational Finance, Organization, *Policy Formation, Political Science, *Political Socialization, *Politics, Research Projects, *Urban Schools

Public policymaking issues, equality in education, political democracy, organizational efficiency, and citizen participation in urban schools are discussed. Because of the growing concern about policymaking arrangements for inner city schools, a longitudinal study was conducted from 1967-1970 in New York City, Boston, Los Angeles, Columbus, and Chicago by scholars representing political science and educational administration. A team in each city studied the local education board, the relationships between school boards and superintendents, the information bases and communication patterns of decisionmaking, and the policy-oriented relationships between school officials and influential parties. Significant features from each study are synthesized and the emerging issues within the project scope are examined. Analysts conclude that a cluster of social, cultural, and political dimensions of the urban school organization inhibit an equitable flow of resources to inner city schools and limit and lower the quality of urban education and educational policymaking. Thirteen federal policy suggestions are provided, and recommendations for overcoming financial constraints include avoiding noncategorical aid, reuniting State and urban educational governance, reforming the nation's educational information system, and improving the education profession's contribution. (For related document, see ED 058 473.) (Author/EA)

ED 058 495

AA 000 799

Averch, Harvey A. And Others

How Effective Is Schooling? A Critical Review and Synthesis of Research Findings.

Rand Corp., Santa Monica, Calif.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Dec 71

Note—249p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Academic Achievement, Background, Comparative Analysis, Data Analysis, *Educational Finance, *Educational Resources, Evaluation, Expenditures, *Factor Analysis, *Literature Reviews, Organizations (Groups), Peer Groups, Peer Relationship, Problem Solving, Research, Research Methodology, Role Perception, Surveys, Teaching Techniques

The results of a critical survey of research on educational effectiveness, performed to assess the current state of knowledge regarding the determinants of educational outcomes, are reported. An

input-output approach was used to analyze the relationship between the amounts of various resources provided to students and the educational outcomes. Other approaches used were the process approach, the organizational approach, the evaluation approach, and the experimental approach. It was found that school resources are not consistently important, and that the role of peer-group influences is complex. Major implications of the research include the following: (1) Research has not identified a variant of the existing system that is consistently related to students' educational outcomes; (2) Increasing expenditures on traditional educational practices is not likely to improve educational outcomes substantially; and (3) There seem to be opportunities for significant reduction of redirection of educational expenditures without deterioration in educational outcomes. (For related document, see ED 058 473.) (Author/CK)

ED 058 496 AA 000 800

Colmen, Joseph G. Sandoval, Corazon
Pre-Primary Education: Needs, Alternatives and Costs, 1971-1980.

Education and Public Affairs, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.; President's Commission on School Finance, Washington, D.C.

Pub Date Sep 71

Contract—OEC-0-71-2427

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, *Cost Effectiveness, Day Care Services, Early Experience, Economically Disadvantaged, *Educational Finance, Educational Needs, Enrollment Projections, Environmental Influences, Equal Education, *Estimated Costs, Learning Readiness, *Preschool Education, Preschool Evaluation, *Preschool Programs, Student Enrollment

The rationale for a national investment in early childhood learning, the needs to be met, and the costs are discussed. A number of current program models, diagnostic service centers, programs for parent education, and preparent programs at the secondary and college levels are described. Research studies and findings about different early childhood education programs are cited; more evaluative research of all early childhood programs is urged. Bureau of Census data and projections are used to show estimates of: (1) children in families by age, race, and income; (2) mothers in the labor force; (3) migrant children; (4) ethnic and geographic subgroups; (5) target population for parent education; (6) current preprimary enrollment figures; (7) costs of federally financed day care programs; and (8) regional and geographic breakdowns of current enrollment number and capacity of licensed day care facilities. A detailed cost analysis of preschool programs to meet current and projected needs and cost estimates for four different approaches to early childhood learning programs conclude the document. A 242-item bibliography is included. (For related document, see ED 058 473.) (Author/MLF)

ED 058 497 AA 000 801

Schooling for the Future: Toward Quality and Equality in American Precollegiate Education.

Educational Inquiry, Inc., Los Angeles, Calif.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 15 Oct 71

Note—609p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Curriculum Planning, *Educational Change, *Educational Finance, *Educational Planning, *Educational Quality, Educational Technology, Elementary Schools, Individualized Instruction, Problem Solving, *Public Schools, Secondary Schools, Social Factors, Urban Areas

Identifiers—*United States

Educational changes and innovations needed to improve the quality of American elementary and secondary education were studied. The study sought to do the following: (1) identify the central problems, issues, and directions of American education to 1980 and beyond; (2) project a reasonably attainable set of conditions and changes to be achieved for coping with these problems, issues, and directions; (3) articulate strategies for maintaining continuing change; and (4) propose structural arrangements to support

desired changes and strategies. The focus is on metropolitan settings. The report is divided into two parts: Part I contains, in an abbreviated form, the essential arguments, proposals, and recommendations of Part II; and Part II contains four task force reports: A. Education in 2000; B. Education and Schooling in 1980; C. Strategies for Change; and D. Institutional Arrangements in 1980. Recommendations related to dealing with change are: (1) Continuous planning must be effected by creating autonomous, national policy planning centers; (2) There must be decentralization in the formulation of regulations and in the decision making process; (3) Educational opportunity must be provided on an individualized basis; (4) The curriculum must be overhauled; and (5) Research must be conducted in all the stated areas. (For related document, see ED 058 473.) (DB)

ED 058 498 AA 000 802

Tickton, Sidney G. Kohn, Sherwood Davidson

The New Instructional Technologies: Are They Worth It?

Academy for Educational Development, Inc., Washington, D.C.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Sep 71

Note—110p.; Includes two separate papers

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Administrative Personnel, Audiovisual Instruction, Computer Assisted Instruction, *Cost Effectiveness, Curriculum Design, *Educational Finance, *Educational Objectives, Educational Radio, Educational Television, Experiments, Financial Problems, *Innovation, *Instructional Technology, Language Laboratories, Unit Costs

Identifiers—Sesame Street

Two authors discuss educational technology innovations, costs, and effectiveness. Sidney Tickton summarizes the CIT report of 1969-70 and new data highlights from the present study. He recommends that government agency sponsors of technology projects demand cost and result information and comparative studies with other systems presenting identical offerings. Sherwood Kohn sets forth the study objectives: (1) probe further into educational technology cost, and (2) attempt to assess potential benefits and costs of educational technology innovations. Mr. Kohn relates that the costs of educational TV, computer teaching techniques, and audiovisual aids were reviewed; the results of technological innovation in "controlled" environments and in disadvantaged and experimental schools examined; and the effect of new educational tools and techniques on productivity determined. Data were gathered from consultations with over 50 authorities; polls of 90 educational TV stations and 50 State education departments; searches at ERIC centers for new reports on instructional technology; and from analysis of reports published by local school units. Data revealed that TV and computers, because of their cost effectiveness promise, are being accepted as teaching tools in crucial areas, and that there exists a deeper understanding and a greater use of technology by educators with a corresponding change in emphasis from teaching to learning and from mass to individual instruction. (For related document, see ED 058 473.) (Author/EA)

ED 058 499 AA 000 803

Cooper, Bruce S.

Free and Freedom Schools. A National Survey of Alternative Programs.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Nov 71

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Economically Disadvantaged, Educational Change, *Educational Finance, *Educational Philosophy, Educational Practice, *Freedom Schools, Governance, Individual Power, Legal Problems, Minority Group Children, Models, National Surveys, Parent Teacher Cooperation, *Private Schools, *School Organization, Values

This survey includes programs that are designed for elementary and high school students and which (1) refrain from "institutionalized coercion," (2) de-emphasize traditional curriculum, (3) eliminate dependence on competition and encourage authentic self-motivation, (4)

emphasize individual abilities and character rather than formal training in the recruitment of teachers, and (5) eliminate rigid age and grade level separation of students. Based on these criteria, 346 private schools are included, 38 of which were accorded site visits and/or telephone interviews. The body of this report centers around five topics: (1) descriptions, models, and growth of alternative schools; (2) growth patterns, developmental phases, and survival rates; (3) conventional functions of unconventional schools and their programs, governance, finances, and legal positions; (4) the future of alternative schools and their impact on conventional schools and communities. Three appendixes provide data on alternative schools, names of the schools visited and contacted, and a selected bibliography. (For related document, see ED 058 473.) (Author/MLF)

ED 058 500

AA 000 804

Economics in Education.

Cresap, McCormick and Paget, Inc., New York, N.Y.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 30 Nov 71

Note—269p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cost Effectiveness, *Educational Economics, Educational Equipment, *Educational Facilities, *Educational Finance, Federal Programs, Purchasing, Service Workers, *Staff Utilization, State Action, Supplies

Ways in which the nation's schools could make economies, without sacrificing the quality of education, were investigated. Opportunities to achieve economies were identified in three broad areas: (1) The instruction of pupils, including the utilization of teachers and other professional instructional personnel; (2) The delivery of administrative support services, including pupil transportation, food services, operation and maintenance of physical plant, and others; and (3) The construction and utilization of school facilities. This report describes cost-saving opportunities in each area, reviews their applicability to particular sizes or kinds of school districts, and makes estimates of their potential to reduce, or at least slow, the rise in overall national educational costs. (For related document, see ED 058 473.) (Author/DB)

ED 058 501

AA 000 805

Maxwell, James A. And Others

Tax Credits for Education.

President's Commission on School Finance, Washington, D.C.

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Federal Aid, Income, *Private Schools, Real Estate, School Support, *State Aid, *Taxes

Identifiers—*Tax Credits

This report is comprised of two separate papers, "A Tax Credit for Certain Educational Expenses" by James A. Maxwell and Bernard L. Weinstein and "Income Tax Credits for Tuitions and Gifts in Nonpublic School Education" by Roger A. Freeman. The first paper is based on the assumption that provision of financial relief to parents who send their children to nonpublic schools would improve horizontal equity and be good public policy. The tax credit, as a method that appears to have promise, is discussed as to the history of tax credits, their justification for educational expenses, the design of the tax credit, its economic impact, administrative problems, constitutional problems, and treasury objectives. Two appendixes to the report present: State Experience with Tax Credits, and Estimated Costs of Tax Credit Proposals. The second paper discusses the ways in which nonpublic school education can be aided by the national government. These ways are delineated under the following sections: Tax Benefits: Exclusions, Exemptions, Deductions, Credits; What Are Deductions For? Do Tuitions Qualify under Our System of Tax Deductions?; Objections to Tuition Tax Credits; and A Tax Credit Plan. (For related document, see ED 058 473.) (DB)

ED 058 502

AA 000 806

Goettel, Robert J. And Others

Improving Information Systems for Educational Policy Making.

Syracuse Univ. Research Corp., N.Y. Policy Inst.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Dec 71

Note—233p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Agencies, Cost Effectiveness, *Data Collection, *Educational Finance, Educational Needs, Elementary Education, Federal Programs, *Improvement Programs, Information Dissemination, *Information Systems, Interviews, *Policy Formation, Problem Solving, Questionnaires, Research, Secondary Education

The gap in the available information on the state of American Education is discussed. This inadequacy is traced to two causes: (1) Data are not organized in ways that would facilitate policy formation and (2) Data are scattered among a variety of agencies. Formulating effective public policy for the support of elementary and secondary education requires a knowledge of (1) the demand for various kinds of educational services, (2) estimates of the costs of those demands, (3) a conception of equity in the distribution of educational services and of the costs of those services, and (4) a continuous monitoring and evaluation of the financial and educational impact of federal programs in particular, and of American education more generally. To develop recommendations for improving the availability of information to those interested in questions of educational finance policy, the availability and usefulness of information on the important information on the nation's educational agenda were examined and catalogued through interviews, questionnaires, and staff analysis. The results of this research indicate that the present system of educational information fails to serve the requirements of those who need timely, reliable, and relevant information about the nation's educational problems. It is recommended that the Office of Education produce this information. (For related document, see ED 058 473.) (Author/CK)

ED 058 503 AA 000 807

Froomkin, Joseph And Others

Population, Enrollment, and Costs of Public Elementary and Secondary Education 1975-76 and 1980-81.

Simat, Heileisen and Eichner, Inc.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Nov 71

Note—331p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Construction Costs, *Demography, *Educational Finance, *Enrollment Projections, *Estimated Costs, Expenditure Per Student, Private Schools, *Public Education, Teacher Salaries, Teacher Supply and Demand Enrollment projections for nursery, elementary, and secondary schools through 1981 are provided. Statistics are arranged according to school enrollment projections for 1975 and 1980; tentative enrollment projections in public and private schools; teacher supply and demand - 1970, 1975, and 1980; current expenditure projections - 1975-76 and 1980-81; and construction outlay and debt service projections for 1971-72 to 1980-81. An executive summary notes that costs to the public for financing public education depend on (1) the total number of children in eligible age groups, (2) the proportion of each age group enrolled, (3) the proportion attending public schools, and (4) the developments in instructional salaries and other expenditures. Projections indicate that the 14-19-year old population can be expected to increase 8.9 percent between 1970-71 and 1975-76; the public schools will increase their share of enrollments over private schools from 88.2 percent (grades 1-12) in 1970-71 to 92.6 percent in 1975-76, and to 95.0 percent in 1980-81; and total current expenditures for each public school pupil are expected to increase 4.8 percent per year between 1967-68 and 1975-76, and 2.8 percent between 1975-76 and 1980-80. (For related document, see ED 058 473.) (Author/IRT)

ED 058 504 AA 000 808

Froomkin, Joseph And Others

Estimates and Projections of Special Target Group Populations in Elementary and Secondary Public Schools.

Froomkin (Joseph) Inc., Washington, D.C.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date Jan 72

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Blind Children, *Cost Effectiveness, Culturally Disadvantaged, Deaf Children, *Disadvantaged Youth, Economically Disadvantaged, *Educational Finance, Elementary Grades, Emotionally Disturbed Children, *Estimated Costs, *Exceptional Child Services, Expenditures, *Gifted, Handicapped Students, Mentally Handicapped, Physically Handicapped, Secondary Grades, Tables (Data)

The extra expenditures for students requiring special attention in public schools, e.g., the financially disadvantaged and the culturally different, are estimated. Also provided are cost estimates for professional help given to the mentally gifted and the handicapped students (speech impaired, mentally retarded, emotionally disturbed, deaf, and visually handicapped). The report is divided into (1) an outline of the rationale for selecting the special populations for separate examination, (2) the problems of counting the target groups, (3) some projections of the target populations to the years 1975-76 and 1980-81, (4) the estimates of extra costs associated with different target groups, and (5) the estimates of costs that would have been incurred in 1970-71 for serving all children with special needs. Included are some conclusions about the extent to which present practices fall short of recommended standards of service. Forty tables support and illustrate the text. (For related document, see ED 058 473.) (Author/EA)

ED 058 505 AA 000 809

Sklar, Sigmund L.

In Search of a Rational Basis for Measuring Disparities. (A Review of Per-Pupil Expenditure Makeups).

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 31 Oct 71

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Analysis of Variance, Average Daily Attendance, Average Daily Enrollment, *Educational Finance, *Educational Quality, Equal Education, *Expenditure Per Student, *Measurement Techniques, School Accounting, *School District Spending

An overview of per-pupil expenditures for education is provided, such expenditures being the most widely used measure of quality education. As a measure of disparity in educational quality, it points up the problem of lack of comparability. Based on investigation and study of the disparities in per-pupil expenditure, the report identifies three major problem areas believed to contribute substantially to the lack of comparability in these statistics: (1) the present methods of calculation, (2) the usefulness of the present formulation in measuring disparities, and (3) the difficulty inherent in making interdistrict comparisons of expenditures. Recommendations submitted include steps for revising present methods of expenditure calculation and interdistrict comparisons. Four case studies are included. (For related document, see ED 058 473.) (Author/IRT)

ED 058 506 AA 000 810

Sklar, Sigmund L. Joup, William E.

A Prototype National Educational Finance Planning Model. Projections of Educational Needs, Resources and Disparities under Various Forecasting and Policy Assumptions.

Spons Agency—President's Commission on School Finance, Washington, D.C.

Pub Date 31 Dec 71

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computers, *Educational Finance, *Educational Needs, Educational Planning, Enrollment Projections, Enrollment Rate, Expenditure Per Student, *Models, Resource Allocations, School Taxes, *Simulation, State Federal Support, Student Teacher Ratio, *Tax Support, Teacher Salaries

The development and application of a computerized model, designed to stimulate the nation's future educational needs and resources and the disparities between them, are described. The results of the simulation, reported by region and by type of residential area, allow the following types of projections through 1980: (1) enrollment given alternative population forecasts; (2) teacher supply and demand as a function of enrollment, retirement, and program changes; (3) Federal, State, and local revenues for education based on alternative methods of financing; (4) expenditure levels for educational programs affecting special

target groups; and (5) differences between future educational revenues for various kinds of school systems given alternate sets of assumptions. The raw data and the basic equations used to construct the model are appended along with discussions of the model's feedback implications, its implications for coordinating State and Federal educational planning, and its application to educational finance planning in California and Pennsylvania. (For related document, see ED 058 473.) (JH)

ED 058 507 AA 000 811

Weinstein, Bernard L. And Others

Selected Staff Studies in Elementary and Secondary School Finance.

President's Commission on School Finance, Washington, D.C.

Pub Date 72

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Educational Economics, Educational Experiments, *Educational Finance, *Education Vouchers, Elementary Grades, Federal Aid, *Federal Programs, Income, *Performance Contracts, *Private Schools, Secondary Grades, Statistical Studies, Tax Allocation, Tax Support

These five study papers (1) analyze recent performance contracting experiences, (2) discuss education voucher proposals and prospects, (3) assess potential federal revenue sources for education, (4) provide an inventory of federal programs in aid to education, and (5) examine the status of nonpublic education. The first study suggests that schools must determine if performance contract programs affect the overall school environment and attitudes toward learning and if they are cost effective. The second study notes that the advantages and disadvantages of education vouchers will not be known until there is an actual voucher experiment to analyze. The suggested new federal revenue sources include (1) increased taxes on alcohol and tobacco products, (2) an education trust fund, (3) a national lottery for education, (4) reenactment of certain federal excise taxes, and (5) a value added tax. Some federal programs inventoried include those affecting the education of preschool and K-12 children, those administered or conducted by State or local agencies, public or private programs, or those affecting teacher training or other personnel. A statistical overview of and national, State, and local public policy alternatives for nonpublic education conclude the document. (For related document, see ED 058 473.) (Author/JF)

ED 058 508 AA 000 812

Greenwood, P. W. Weiler, D. M.

Alternative Models for the ERIC Clearinghouse Network.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—R-951-HEW

Pub Date Jan 72

Contract—OEC-0-71-4647

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clearinghouses, Information Networks, *Information Systems, Interviews, *Literature Reviews, *Models, Objectives, *Organizational Change, Professional Occupations, Program Evaluation, Research, Surveys

Identifiers—*Educational Resources Information Center, ERIC

The National Center for Educational Communication (NCEC) contracted with Rand to develop a range of potential objectives and structures for the Educational Resources Information Center (ERIC) system that could render it more effective in the future. The Rand study team surveyed the scope and sources of education literature and studied the operations of the current ERIC system. Team members conducted numerous interviews with researchers, educators, officials at USOE and HEW, managers of Information Resource Centers, Clearinghouse (CH) directors and staffs, and people in relevant professional associations. Findings include: (1) The literature dealing with education is characterized by high volume, narrow focus, and findings that are often conflicting; (2) Practicing educators rely heavily for information on face-to-face communication with colleagues; (3) Besides ERIC, hundreds of journals, newsletters, and indexing services vie for the user's attention; and

(4) Relatively few educators appear to have more than passing familiarity with ERIC. The following set of six alternative system models were developed: (1) A procedural Change Model, in which changes are made in the operating procedures; (2) A Divisional Model, in which a second level of management is inserted between Central ERIC and the existing CHs; (3) A Consolidated Model, in which the current 19 CHs are merged to form 8; (4) A Functional Model, which distinguishes 7 CH domains; (5) A Centralized Model; and (6) A Regional Model. (Author/CK)

AC

ED 058 509 AC 006 873

Report: Joint Conference: Second Annual Region IV Conference on Adult Education and Second Regional Institute Southeastern Region Adult Basic Education Staff Development Project. (Daytona Beach, Florida, February 14-18, 1970).

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 70

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Adult Education, *Conferences, Cooperative Programs, Educational Needs, Educational Planning, Educational Programs, Intergroup Relations, Objectives, Program Evaluation, Projects, Regional Cooperation, *Southern States, *Staff Orientation, State Programs, Teacher Education, Workshops

Two simultaneous conferences on Adult Education and Adult Basic Education were held because it was considered that interaction between the two conference groups would be mutually beneficial. The defined goal of this joint institute was: the identification of problems, strategies, and priorities as they relate to an on-going plan for staff development at all levels in each state engaged in Adult and Adult Basic Education. There were four distinct phases to the process of interaction at the institute. These were: (1) meetings of the university professors and graduate students, (2) a regional overview and state meetings, (3) two institute-wide work sessions, and (4) a regional planning exercise in state plan development. The most relevant outcomes of the institute were: (1) an identification and ranking of common needs in the participating states in the area of staff development, (2) the commitment of the various participating groups to interact with others involved in Adult and Adult Basic Education programs to meet these needs, and (3) state plans for staff development, based on the needs, priorities, and strategies revealed in the work-group sessions. The group generally evaluated the conference as helpful to a moderate degree. (Author/CK)

ED 058 510 AC 010 449

Pickert, Ronald M.

Psychological Factors in Solar Observing. Final Report.

Harvard Univ., Boston, Mass. School of Public Health.

Pub Date Apr 71

Note—30p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-722 471, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Factor Analysis, *Observation, *Prediction, Psychological Studies, Research, *Solar Radiation, *Visual Perception

The report summarizes the aims of a 3-year program of work concerned with psychological factors in solar observing. Part I identifies several psychological factors which may affect solar observing and outlines a program of research. Part II is a report of a program of studies dealing with the application of visual perceptions in solar flare prediction. (Author)

ED 058 511 AC 012 190

Kaple, Donald J. Kaple, Marion Keeler

Special Counseling for the Disadvantaged Adult.

Pub Date 71

Note—64p.

Available from—Prentice-Hall Adult Education Series, Prentice-Hall, Inc., Englewood Cliffs, N. J. (no price given)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Adult Counseling, *Counselor Functions, *Disadvantaged Groups, Group Counseling, Human Relations, Intervention, Job Placement, Professional Personnel, Self Evaluation, Student Records, Teacher Role, Testing, Test Results, *Test Selection

This book is designed to aid teachers and administrators who have not had special training in counseling and who are working in educational programs for the disadvantaged adult. Subject areas discussed are: The Counselor and the Client (Duties of the Counselor; Areas of Assistance for the Client); Who Are the Disadvantaged (Characteristics of the Disadvantaged); The Enrollment Process: Let's Talk about Recruitment (Where to Look; Recruitment Is Continuous); Assessment of the Adult Student (The Purpose of Selection and of Grouping); To Test or Not to Test (Informal Techniques; The Test Is a Tool; Standard Tests Available; Use and Misuse of Test Results; Developing Test Readiness); Keeping Records of the Adult Student (The Counselor's Need for Information; Detailed Attendance Records); Supporting Services: Counseling (Counseling in General; Counseling the Disadvantaged: Developing a Relationship); Self Assessment (Job Related Self Assessment; Establishing Goals); Group Counseling (Treatment and Intervention; Referral Services; Placement Services); Designing Your Own Testing Tool (Examples of Informal Inventories). References are provided. (DB)

ED 058 512 AC 012 191

Kozoll, Charles Ulmer, Curtis, Ed.

Developing Successful Community Assistance Programs.

Pub Date 71

Note—48p.

Available from—Prentice-Hall Adult Education Series, Prentice-Hall, Inc., Englewood Cliffs, N. J. (no price given)

Document Not Available from EDRS.

Descriptors—*Adult Students, Bibliographies, *Community Programs, *Disadvantaged Groups, Economically Disadvantaged, Family Problems, Guides, Handicapped Students, Human Resources, *Human Services, Inservice Education, Instructional Materials, Older Adults, Relevance (Education), Rural Population, *School Community Cooperation, Social Problems

This guide is written for the adult education teachers and administrators; it shows why and how to use outside resources and the extensive agency and individual assistance available. The material presented concerns the following subject areas: A Realistic Self Appraisal (Where to Find Assistance; Obligations to the Adult Student; Responsibility in Perspective); Sources of Support (Organizations Providing Assistance; Assistance from the Community); Working with the Poor: A Question of Attitude and Sensitivity (Introducing Available Services; Financial Guidance and Assistance; Locating and Utilizing Services); Specialized Attention (Physically Handicapped; Mentally Disturbed; Epidemic Social Diseases; Prison and Parole Guidance; Family Problems); Help from Private Organizations (Minority Group Cultural Associations; Civil Liberties; Intergroup Understanding; The Local Chamber of Commerce); Human Resource Contributions (What to Look for in a Speaker); Groups Requiring Specialized Assistance (Serving the Aged; Accommodating the Rural Resident); Pacing and Introduction of Material (Maintaining the Proper Attitude; Getting the Student to Evaluate Differing Points of View); Building Awareness: Training for Coordinates and Teachers (Staff Responsibilities; Locating and Assembling Material; Reviewing Material: The Availability of Outside Speakers). A Conclusion and Bibliography are provided. (DB)

ED 058 513 AC 012 192

Long, Huey B. Ulmer, Curtis, Ed.

Are They Ever Too Old to Learn.

Pub Date 71

Note—48p.

Available from—Prentice-Hall Adult Education Series, Prentice-Hall, Inc., Englewood Cliffs, N. J. (no price given)

Document Not Available from EDRS.

Descriptors—Activity Learning, *Adult Learning, *Age Differences, Bibliographies, Effective Teaching, Guides, Learning Experience, *Measurement Techniques, Older Adults, Participant Involvement, *Research Methodology, *Teaching Techniques

This guide is concerned with two equally complex subjects, aging and the ability of adults to learn. It is designed to help answer the question concerning adult learning ability and the corollary questions of whether there are better ways to teach adults, or what kind of teaching techniques are most successful with adults. The discussions presented are related to: The Ability of Adults to Learn; Methodological Factors Involved; Age and Learning Ability; Measurement of Adult Learning Abilities; Differences among Adult Age Groups; Helpful Hints for Teaching Adults; and Active Problem Centered Techniques. A bibliography is provided. (DB)

ED 058 514 AC 012 193

Luke, Robert A. Ulmer, Curtis, Ed.

How to Train Teachers to Train Adults.

Pub Date 71

Note—48p.

Available from—Prentice-Hall Adult Education Series, Prentice-Hall, Inc., Englewood Cliffs, N. J. (no price given)

Document Not Available from EDRS.

Descriptors—*Adult Educators, Curriculum Design, Educational Objectives, Educational Planning, Evaluation Techniques, *Inservice Teacher Education, Participant Involvement, Professional Continuing Education, *Professional Personnel, *Skill Development, Teacher Attitudes, *Teacher Education, Teacher Recruitment, Technical Education, Vocational Education

The focus of this guide is on training those who are already teachers to work in the adult education field. Discussions are presented of the following points: Teachers Are Made—Not Born; What Is So Different about Teaching Adults; Setting the Goals for Teacher Training; Getting Underway with Planning; What Is a Training Design?; Where to Go from Here (The Learning Exercise, Demonstration Teaching, and Practice Teaching); The General Session; Learning Groups; The Steering Committee; Evaluation That Makes Sense; and Recruiting and Training Institute Personnel. It is concluded that the demonstrated potentiality of good training in adult teaching methods is so great that there is no reason why a carefully chosen teacher should not, if given the opportunity to learn and practice, measure up to the highest achievement levels. (DB)

ED 058 515 AC 012 194

Dinnan, James A. Ulmer, Curtis, Ed.

Teaching Reading to the Disadvantaged Adult.

Pub Date 71

Note—48p.

Available from—Prentice Hall Adult Education Series, Prentice-Hall, Inc., Englewood Cliffs, N. J. (no price given)

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Auditory Discrimination, Bibliographies, Comprehension, *Disadvantaged Groups, Group Structure, Instructional Materials, Learning Processes, *Reading Instruction, Reading Skills, *Symbolic Learning, *Symbols (Mathematics), Teaching Guides, Tests, Visual Discrimination, Writing Skills

This manual is designed to assess the background of the individual and to bring him to the stage of unlocking the symbolic codes called Reading and Mathematics. The manual begins with Introduction to a Symbolic Code (The Thinking Process and The Key to Learning Basis), and continues with Basic Reading Skills (Readiness, Visual Discrimination, Auditory Discrimination, Writing Visual-Motor Coordination, and Written Symbolic Code-Mathematics). A discussion is then presented of Comprehension (Operations of the Intellect, Stimulus Content through the Senses, Products [Internal], and Comprehension of the Reading Material). The final section of the discussion concerns Organizing an Adult Group for Instruction (Possible Material for Adults, and Physical Testing). Two appendices present the following: A. Positional References and Volume References; and B. Oral Language Exam and Oral Language Exam A. A selected bibliography is provided. (DB)

ED 058 516 AC 012 208

Luna, Roy M. Dotson, Robert S.
Success Factors of Selected Organized Community Clubs in Middle Tennessee.

Tennessee Univ., Knoxville. Agricultural Extension Service.

Report No.—ES-17; SC-786

Pub Date Dec 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Counseling, Clubs, *Community Development, Community Programs, *Group Activities, Human Relations, Recreation, *Teaching Techniques, *University Extension

Identifiers—Tennessee

A study was made of eight former Area Winning Community Clubs in Middle Tennessee. Sixteen club representatives and five County Agents were interviewed for the purpose of identifying and describing certain factors that contribute to the organization and continuation of community clubs. The study revealed that every primary reason for original organization and/or continuation came from within the group that constituted the club. The most important single reason for the above, as viewed by club representatives and agents, was that the community as a whole was interested in a specific project and felt that through group action their goal could be more easily attained. The primary reason for continuation of organization over time was because of a desire for recreation and fellowship which could be enjoyed by the group. The community improvement program was shown to be an important channel for Extension teaching. During all three time periods studied, the primary problem was to get members of the community interested in the organization. During the original organization year, the projects undertaken initially were usually simpler, less expensive, and required less time to complete than in later years. (Author/DB)

ED 058 517 AC 012 209

An Application of a Systems Approach to Training: A Case Study. Revised Edition.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No.—Pamp-T-2

Pub Date Jun 69

Note—22p.; Training Systems and Technology Series No. 11

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Vocational Education, Case Studies, *Curriculum Development, Federal Programs, Guides, *Instructional Systems, *Job Skills, Law Enforcement, Performance Criteria, Systems Approach, Task Performance, *Training Techniques, Young Adults

Identifiers—*Federal Law Enforcement Training Center

This report is intended to explain the steps followed in developing a particular curriculum, to state the problems encountered and their solutions, and to provide a general guide for others who wish to use a systems approach. The curriculum developed was to be used in training Federal law enforcement recruits. Using a systems approach, job data were collected; task analysis was performed; performance objectives were formulated; and training course outlines were developed. Exhibits A and B present the original and revised Instructional System Design Diagram; Exhibit C is the Task Data Description; Exhibit D is Task Analysis Form for the Curriculum; the Conversion Scale, and Priority Planning Sheet; Exhibit E is the TPO (Terminal Performance Objective) Format; Exhibit F is the Training Outline; Exhibit G is the Selection of Instructional Strategies, Procedure; and Exhibit H is the Guide. A brief bibliography is provided. (DB)

ED 058 518 AC 012 214

Clark, Walter E.

Community Power and Decision-Making: A Selective Bibliography.

Council of Planning Librarians, Monticello, Ill.

Report No.—CPL-EB-234

Pub Date Nov 71

Note—28p.

Available from—The Council of Planning Librarians, Post Office Box 229, Monticello, Illinois 61856 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Case Studies, Citizen Participation, Community Development, *Community Influence, Comparative Analysis, *Decision Making, *Metropolitan Areas, Publications, Research, Research Methodology, *Rural Areas, Social Action

This bibliography is arranged to correspond roughly with three conceptual and one general state through which community power and decision have passed during the past two decades. The three conceptual stages concern: (1) the power and decision-making structure of the isolated, and for the most part, small community; (2) comparative studies of community power and decision-making; the comparisons may be of methodologies or of the differences in the communities in terms of their decision-making arrangements; (3) the metropolitan community and its decisional structure, or the lack of it. The fourth stage, a general category, includes relevant works for the most part theoretical, which do not fit into the three conceptual stages but are, in some cases, attempts to bridge the gaps existing between those stages. (Author/DB)

ED 058 519 AC 012 222

Childs, Gayle B., Ed.

Programs and Registrations, 1970-1971.

Association of Univ. Evening Colleges, Norman, Okla.; National Univ. Extension Association, Washington, D.C.

Pub Date [71]

Note—35p.

Available from—Howell W. McGee, Exec. Secy., AUEC, Univ. of Oklahoma, 1700 Asp Ave., Norman, Okla. 73069 or Robert J. Fitchell, Exec. Dir., NUEA, Suite 360, One Dupont Circle, Washington, D.C. 20036 (\$2.00/copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Education, Agricultural Education, Behavioral Sciences, Biological Sciences, Business Education, College Students, Conferences, *Correspondence Courses, *Credit Courses, Education, Engineering Education, *Evening Colleges, Females, Health Occupations Education, High School Students, Humanities, Interdisciplinary Approach, Males, *Noncredit Courses, Physical Sciences, Special Degree Programs, Statistical Analysis, Tables (Data), *University Extension, Workshops

This report provides, in tabular form, Association of University Evening Colleges (AUEC)-National University Extension Association (NUEA) programs and registrations for 1970-1971. Academic subjects are grouped under the following basic headings: Agriculture, Behavioral Sciences, Biological Sciences, Business, Education, Engineering, Health Professions, Humanities, Law, Physical Sciences, Interdisciplinary, Other, and Not Categorized. Six tables present the following information: AUEC-NUEA Programs and Registrations by Institutions; AUEC-NUEA Class Program; AUEC-NUEA Conference, Institute, Workshop Program; AUEC-NUEA Correspondence Course Program; AUEC-NUEA Statistical Summary; and AUEC-NUEA Programs and Registrations by States. (DB)

ED 058 520 AC 012 227

Charters, Alexander N.

Real Estate Tax Exemption for Continuing Education Programs.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Report No.—Occas-Pap-26

Pub Date Feb 72

Note—20p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, New York 13210 (\$1.75)

Document Not Available from EDRS.

Descriptors—*College Role, *Continuing Education Centers, *Court Litigation, Credit Courses, Curriculum, Educational Objectives, Financial Support, Land Use, Noncredit Courses, Real Estate, Student Characteristics, *Taxes, *University Extension

A court case in which the issue was whether Syracuse University was entitled to tax exemption for certain real property used for administrative offices, classrooms, student housing, and parking lots by its continuing education programs, particularly the Continuing Education Center for the Public Service, is presented. The finding of the Court is presented for each of the following cogent points: (1) The Nature of the Courses; (2) The Method of Financing; (3) The Method of Selecting the Students; and (4) The Credit

Received for Completing the Course. The findings on each of the points are given, including quotations from the decision and, in some cases, interpretation by the author. (DB)

ED 058 521 AC 012 228

Bartlett, Kenneth Gill

Toward Still Greater Professionalism.

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date 22 Sep 71

Note—16p.; Address delivered by Kenneth Gill Bartlett, Professor Emeritus, Syracuse Univ., upon being awarded the William Pearson Tolley Medal for Distinguished Leadership in Adult Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Educators, *College Role, Community Services, *Continuing Education Centers, Continuous Learning, Credit Courses, Current Events, Higher Education, Professional Personnel, *Public Affairs Education, Residential Centers, *Social Services, Speeches, Television, University Extension

Identifiers—Syracuse University, Tolley Medal, *University College

In this address, Dr. Bartlett relates the beginnings of University College of Syracuse University and its Continuing Education programs. He then suggests that as professional goals for Continuing Education are reviewed and priorities established, the need for new "services" will be thoroughly explored. Dr. Bartlett believes that this is the appropriate time for Higher Education to increase its "services," and that Continuing Education should act as the institution's agent in making known what the services are and how they might be used. As an illustration of one type of service that the university might offer, Dr. Bartlett discusses a frame-of-reference educational service on major current happenings, which would utilize non-commercial television stations and university faculty and community participants. From this, it is hoped, interested adults would be provided with an opportunity to review the many aspects of a public issue. At the conclusion of his address, Dr. Bartlett expresses the hope that more of his colleagues will become more familiar with what has made Higher Education so successful, including University College and Adult Education at Syracuse University. He also urges everyone in Higher Education to recapture the art of saying "thank-you" to those who help the colleges and universities. Dr. Bartlett reiterates the need for an expanded array of community and social services, changed annually, and centrally administered by Continuing Education. (DB)

ED 058 522 AC 012 229

Berman, Gerald S. And Others

Bridges and Ladders: A Descriptive Study in New Careers. Rehabilitation Occupations for the Disadvantaged and Advantaged.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—Working Pap-2

Pub Date Nov 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Adult Vocational Education, *Career Ladders, *College Students, *Disadvantaged Youth, Economically Disadvantaged, Females, Human Services, Indigenous Personnel, Learning Motivation, Manpower Development, Negro Students, *Rehabilitation Programs, Research

Identifiers—*Rehabilitation Careers Project

Three issues related to New Careers have been explored among a group of college students who are in the main children of lower white collar and blue collar parents, including some with poverty or ghetto backgrounds. The New Careers program has two major components: helping the poor through meaningful employment and opportunity for career ladder advancement in the human services, and helping professionals in social agencies through making available a supply of subprofessional indigenous workers, capable of bridging the gap between staff and clients by cross-interpreting agency and community. The three issues are: (1) Are the poor or those with restricted occupational choices responding to New Careers opportunities? (2) What is the effect of high mobility aspirations on New Careers?

interest; is the career-ladder idea sufficient to hold those from lower-class backgrounds? and (3) Is the bridging function congenial to New Careerists, and how does it jibe with the idea of job advancement? Tentative and partial findings show: (1) New Careerists are predominantly Black and female, from the lowest socioeconomic levels; (2) Their mobility aspirations are relatively high; and (3) The conditions for achieving success in the bridging role are less than favorable. Notes, references, and a brief appendix describing the family socialization for competence scale are provided. (DB)

ED 058 523

AC 012 230

Hauger, George

The Tutor and the WEA Class.

Leeds Univ. (England). Dept. of Adult Education and Extramural Studies; Workers Educational Association, Leeds (England). Yorkshire North District.

Pub Date 71

Note—22p.

Available from—The Workers' Educational Association, Yorkshire North District, 7 Woodhouse Square, Leeds LS3 1AD, England (5 pence plus postage)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Students, Audiovisual Aids, Curriculum Development, Educational Objectives, Instructional Aids, Instructional Materials, *Learning Motivation, *Student Participation, Student Teacher Relationship, *Teacher Role, *Teaching Guides

This guide of the Workers' Educational Association (WEA) is meant for the tutor who is engaged in adult education. The first area discussed is the necessity for the tutor to get to know the students, and ways in which this can be accomplished are suggested. The students' motives for attending the class and for learning are to be viewed from the standpoint of the purpose of the class, which is defined as student-learning. The importance of the first meeting of a class is pointed out, and good first meetings are said to be those that arouse students' interest and immediately involve them in the learning process, as well as give them the opportunity of easily recognizable achievement. An example is given of a way in which a tutor in local history can devise an activity that involves student participation. The tutor is advised that he must be constantly aware that his task is to help people both to understand things and to pass judgement on them. It is stated that often the tutor must not act as a lecturer, but rather as an animator, enabler, and initiator. The syllabus should be constructed in view of what the real needs of the class are. Written work of the students is seen as an aid to learning. Other aids are reading books and maintaining scrapbooks. Tutor managed aids are visual aids, such as slides, films, and audiovisual aids. (DB)

ED 058 524

AC 012 231

Thomas, Patricia J.

An Evaluation of Methods for Predicting Job Performance of Personnelmen.

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No.—STB-72-4

Pub Date Sep 71

Note—19p.; Technical Report

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-731 986, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Correlation, Evaluation, *Evaluation Methods, Grades (Scholastic), Measurement Techniques, *Military Personnel, *Personnel Directors, *Predictive Measurement, Questionnaires, Statistical Data, *Task Performance, Test Results, Tests The Personnelman (PN) Rating was the subject of a recent study in which selection test scores were found to correlate satisfactorily with school grades. The purpose of this followup study was to determine whether correlations exist between selection test scores and job performance measures, and whether the experimental tests taken by PN students in school are related to performance in the PN Rating. Performance evaluations were obtained for PNs, six months after graduation, from the report of enlisted performance evaluation and from an experimental Personnelman Supervisor's Questionnaire. Basic test battery scores, experimental test data, and

school grades were validated against these criteria. Comparisons were made among four samples of graduates and between fleet and recruit input to the schools. Peer rating, instructor's ratings, and final school grades (FSG) were related to job performance. (Author)

ED 058 525

AC 012 232

Harburg, Fred D.

The Effects of Basic Military Training on the Attitude of Air Force Enlistees.

Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFOSR-TR-71-2201

Pub Date Jul 71

Note—58p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-732 293, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, Changing Attitudes, *Military Personnel, *Military Training, Motivation, Objectives, Research, *Training Techniques, Young Adults, Youth

Identifiers—United States Air Force

This report discusses the objectives and current practices in basic military training in relation to the attitudes and experience of recent recruits into the Air Force. Selected research studies bearing on effective training and career motivation are discussed. Suggestions are made for adaptation of basic training procedures to changing attitudes of youth and the zero draft environment. (Author)

ED 058 526

AC 012 233

Chaffee, Clarence C.

Problems in Effective Cross-Cultural Interaction.

Battelle Memorial Inst., Columbus, Ohio.

Pub Date 71

Note—28p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-731 811, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Cross Cultural Studies, Cultural Factors, *Interaction Process Analysis, Overseas Employment, Performance Criteria, Personnel Selection, *Professional Personnel, *Training Techniques

The report is the second in a series related to the problems of working effectively in cross-cultural interaction situations. The author develops a conceptual frame of reference for considering aspects of human nature that affect the interaction situation. Three keys to effective interaction are identified. It is argued that the selection and training of personnel for overseas assignments should be approached in terms of the conceptual frame of reference. Suggestions are made for further research on the development of an integrated personnel selection and training system. (Author)

ED 058 527

AC 012 234

Operation Young Adults.

Rochester Jobs, Inc., N.Y.

Pub Date Aug 71

Note—170p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-203 906, MF\$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Academic Education, *Curriculum Development, *Dropout Rehabilitation, *Educationally Disadvantaged, Job Skills, School Industry Relationship, Vocational Education, *Work Study Programs, *Young Adults

Identifiers—*Operation Young Adults

Operation Young Adults is a combined work-study program for potential and actual high school dropouts, designed to demonstrate the relationship between education and the world of work. During Phase One, the program served a total of 532 students, aged 14 through 21, of whom 110 had already dropped out of the traditional high school setting. The objectives of the program were: (1) To assist actual dropouts and dropout-prone youth in understanding the relationship between education and work; (2) To test the feasibility of a joint educational approach utilizing trade instructors and academic teachers; (3) To develop a work related curriculum; (4) To develop a process for transferring earnings into the regular school system. (Author)

ED 058 528

AC 012 241

Army, Navy, and Air Force Medical Training Programs.

American Hospital Association, Chicago, Ill.

Pub Date 71

Note—43p.

Available from—American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611 (no price quoted)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Course Objectives, *Educational Programs, *Health Personnel, Information Dissemination, *Medical Education, *Military Personnel, *Paramedical Occupations, Tables (Data), Training Objectives

Identifiers—United States Air Force, United States Army, United States Navy

The purpose of this publication is to provide information on the paramedical training of health care personnel in the military. For each military branch, the courses, with appropriate codes, are listed in a table. Objectives of providing this information are: (1) To stimulate the interest of nursing service administrators in tapping this manpower pool; (2) to help nursing service administrators, in cooperation with personnel and other hospital departments, to assign these individuals to positions according to their interests and capabilities; and (3) to help these administrators develop orientation and continuing education programs to encourage paramedical personnel to remain and advance in hospital service. Courses are listed under Basic Training, Specialist Training, and Advanced Training. (Author/CK)

ED 058 529

AC 012 242

Hole, James

An Essay on the History and Management of Literary, Scientific, & Mechanics' Institutions.

Pub Date 70

Note—186p.; The Social History of Science No. 5

Available from—Frank Cass & Co., Ltd., 67 Great Russell Street, London WC1B 3BT, England (63 shillings net)

Document Not Available from EDRS.

Descriptors—Adult Education, Continuing Education Centers, Cost Effectiveness, *Cultural Enrichment, Culturally Disadvantaged, Educational Objectives, *Essays, *History, Job Skills, Labor Unions, Management, *Skilled Workers, Teaching Methods, *Vocational Education

Identifiers—England, Mechanics Institutes

The object of this essay is to establish the right of the working class to a popular culture. It was written in reaction to the great disparity which existed in England between the progress achieved in terms of material wealth and the low moral and intellectual state of those whose labor had produced it. Chapter I, History, delves into the origin of the Mechanics' Institutes. Chapter II, Objects and Methods of Adult Instruction, discusses the twofold character of an artisan's education. Chapter III, Business Management, describes methods of improving the financial position of the Institutes. Finally, Chapter IV, Union of Institutes, discusses the importance and nature of the unions, both English and American. (CK)

ED 058 530

AC 012 243

Kelman, Herbert C. Ezekiel, Raphael S.

Cross-National Encounters: The Personal Impact of an Exchange Program for Broadcasters.

Pub Date 70

Note—345p.

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, Calif 94111 (no price quoted)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, *Broadcast Industry, *Changing Attitudes, Communication Skills, *Cross Cultural Studies, Exchange Programs, *International Education, Interviews, Program Evaluation, Psychological Patterns, Questionnaires, *Seminars, Universities

This study investigates international broadcasters' exchanges carried out during the postwar years. It is divided into 15 chapters. Chapter One gives general background. Chapter Two describes the seminar and Chapter Three the design of the evaluation study. Chapter Four discusses the seminar participants' reactions to the university phase of the seminar, and Chapter Six to the

travel phase. Chapter Seven presents their retrospective reactions to the seminar as a whole. Chapter Five includes a brief discussion of the seminar staff's reactions to the university phase of the program. Chapters Eight to Twelve focus on the impact of the experience on the participants' attitudes and images. Chapter Eight discusses their views of what the sojourn had meant to them personally. Chapter Nine describes their views of America and American broadcasting in the light of their experiences. Chapter Ten provides some basis for assessing the extent to which the American sojourn had actually affected participants' attitudes. The findings in Chapters Eleven and Twelve are based on written questionnaires. Chapters Thirteen and Fourteen present analyses of the reactions to the sojourn among different groups of participants and the impact it had upon them. The fifteenth chapter brings together the major implications of the findings for improving the conduct of international exchange programs, for assessing their outcomes, and for understanding the psychological processes they set into motion. (Author/CK)

ED 058 531

AC 012 244

Jaffee, Cabot L.

Effective Management Selection: The Analysis of Behavior by Simulation Techniques.

Pub Date 71

Note—150p.

Available from—Addison-Wesley Publishing Company, Reading, Mass. (no price quoted)

Document Not Available from EDRS.

Descriptors—Administrative Personnel,

*Behavioral Science Research, Comparative Analysis, Expectation, Feedback, Individual Characteristics, Interaction, Intergroup Relations, *Leadership Qualities, *Management, Organizational Change, *Personnel Selection, *Simulation, Supervisors, Training Techniques

This book presents a system by which feedback might be generated and used as a basis for organizational change. The major areas covered consist of the development of a rationale for the use of simulation in the selection of supervisors, a description of actual techniques, and a method for training individuals in the use of the material. The material presented describes and evaluates supervisory behavior in a way that makes it amenable to analysis. The exercises have been developed to objectively demonstrate managerial skills by: (1) Minimizing the influence that previous experience in a particular job will have on the results obtained; (2) Giving all individuals within a group equal opportunity to perform; and (3) Allowing participants to interact with each other and providing information for meaningful comparisons both within a group and across groups. A behavioral approach is presented to questions of leadership behavior and supervisory selection. In sum, the basic theme behind this book is that leadership and leadership behavior does not exist independently of any given situation. Rather, leadership is dependent on the characteristics of the leader, the characteristics of the situation, and the characteristics and expectations of the followers. (Author/CK)

ED 058 532

AC 012 245

Educational Programs in the Health Field.

Pub Date 1 Aug 71

Note—35p.; Reprint

Journal Cit—Hospitals; v45 n15 pt 2 Aug 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Geographic Location, Health Education, *Health Occupations Education, *Indexes (Locators), *Professional Occupations

This document lists by location educational programs in the health field in the United States and Canada. Areas covered include Certified Laboratory Assistant Programs, Cytotechnology, Dental Hygiene, Dentistry, Dietetics, Hospital Administration, Inhalation Therapy, Library Science, Medical Illustration, Medical Records, Medical Technology, Medicine, Nurse Anesthesia, Nursing, Occupational Therapy, Occupational Therapy Assistant Programs, Operating Room Technician Programs, Osteopathy, Pharmacy, Physical Therapy, Podiatry, Public Health, Radiation Therapy Technology, Radiologic TECHNOLOGY, Social Work, Speech Pathology and Audiology. (CK)

ED 058 533

AC 012 246

Marsick, Victoria J., Ed. And Others

The Bangkok Consultation: Report of a Conference on Adult Literacy Education and Family Life Planning (January 25-30, 1971).

World Education, Inc., New York, N.Y.

Pub Date Apr 71

Note—67p.; Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, Adult Literacy, Audiovisual Aids, *Conferences, *Family Life Education, *Family Planning, Functional Illiteracy, Innovation, Instructional Materials, *Literacy Education, Organizations (Groups), Teaching Methods

Identifiers—*Bangkok, Indonesia, Philippines, Thailand

This document reports on an international meeting under the auspices of World Education, Inc., concerning adult literacy and family life planning. The consultation attempted to study and assess progress achieved by various organizations in Thailand, the Philippines, and Indonesia in the area of concern. The Bangkok Consultation emphasized materials and methods being developed for these programs. The concept and methodology of functional education for family life planning was first considered, followed by a discussion of the preparation of written and audio-visual materials, and new ideas in using visual aids to promote literacy. Additionally, teacher training, program evaluation, and the role of international organizations in adult literacy programs for family life planning were discussed. Finally, country teams reviewed or formulated programs, with a view toward clarifying plans and objectives. This report also discusses the "why" and the "how" of combining adult literacy education with family life planning. Finally, the report looks to the future of these programs in the light of the experience brought out through the consultation. Appendices A through G give details of the consultation report. (Author/CK)

ED 058 534

AC 012 247

Literacy and Population/Family Planning Education: A Demonstration Project of the Philippine Rural Reconstruction Movement (PRRM).

World Education, Inc., New York, N.Y.

Pub Date Mar 71

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Community Action, Concept Teaching, Contraception, *Demonstration Projects, *Developing Nations, Educational Programs, *Family Planning, Guides, Instructional Materials, *Literacy Education, Manuals, Pilot Projects, Policy Formation, *Population Education, Program Evaluation, Recruitment, Rural Areas, Site Selection, Social Change, Teacher Education, Teaching Techniques, Tests, Youth

Identifiers—*Philippine Rural Reconstruction Movement, PRRM

The Philippine Rural Reconstruction Movement (PRRM) is working with World Education to introduce population and family planning education concepts into its literacy program in order to broaden the scope of the on-going functional literacy and family planning programs of the PRRM and to make them more applicable to the people. Specific objectives include: (1) Prepare and produce materials designed to interest and increase the awareness of out-of-school youths and young adults of the role and importance of family planning in their personal lives and the larger community; (2) Prepare literacy primers, guides and manuals for teachers and train teachers to use them effectively; and (3) Systematically test and assess the impact of these materials on participants and teachers and adapt them for widespread use. Project planning included recruitment of staff and the selection of demonstration barrios, selection of the population literacy educators and organizing a local Literacy Family Planning Council in each pilot barrio and training teachers for the project. The function of the Council includes mobilizing and organizing the literacy/family planning classes and formulating policies for program implementation. Prior to start of classes, the teachers were familiarized with the new techniques being used in the project. The project will be subjected to continuous evaluation and analysis during its planned four-year period of operation. (CK)

ED 058 535

AC 012 248

Thompson, Ernestine H.

Poverty: An Annotated Bibliography for Adult Basic Education Teachers.

Georgia Univ., Athens. Coll. of Education.; Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Division of Adult Educational Programs, BAVT.

Pub Date May 70

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Annotated Bibliographies, *Disadvantaged Groups, *Economically Disadvantaged, *Guides, Literature Reviews, Psychology, Teachers, Urban Areas

This publication makes available to adult basic education teachers and supporting personnel a guide to the literature which can develop deeper appreciation and understanding of their clientele—the disadvantaged. This annotated bibliography of works on poverty and matters relating to poverty contains 205 entries. It is divided into the following sections: Face of Poverty, People of Poverty, Psychology of Poverty, Dynamics of Poverty, Urbanization of Poverty, Abolition of Poverty, and Appendix. (Author/CK)

ED 058 536

AC 012 249

Readings in Staff Development.

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Adult Basic Education, Cooperative Planning, Educational Needs, Educational Planning, Geographic Regions, Inservice Teacher Education, *Staff Orientation, State Departments of Education, *State Programs, Supervisors, *Teacher Education, Universities, University Extension, Workshops

Identifiers—Alabama, Florida, Georgia, Mississippi, South Carolina

This book of readings is divided into two sections, each describing a specific aspect of staff development. There are three articles on planning in Section I. The quadrant arrangement developed in Georgia is described as one method of facilitating cooperation between an institution and the State Department of Education to serve a particular area of the state. In contrast, cooperative effort throughout the state is the focus of the article on developing plans for Adult Basic Education (ABE) in Alabama. In Florida, the unique relationship between a local school system staff development person who works along with a university faculty member is described as a mode for determining and then meeting training needs. Section II describes what has evolved through coordinated planning and training efforts in three states. The development of adult basic education capabilities of distinctive types at three institutions of higher education in Mississippi points out how responsibility can be delegated to serve both subject area and geographical needs. The growth and refinement of a delivery system for local ABE inservice training in South Carolina underlines how trained teachers can be part of a statewide network for local inservice training. The last presentation is an article on a supervisor's workshop describing orientation and training of ABE supervisory personnel in Tennessee. (Author/CK)

ED 058 537

AC 012 250

Report: Fourth Regional Seminar, Southeastern Region Adult Basic Education Staff Development Project (Stone Mountain, Georgia, May 2-5, 1971).

Southern Regional Education Board, Atlanta, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, Educational Planning, Educational Programs, Evaluation Criteria, Financial Support, Inservice Education, Objectives, Projects, *Regional Cooperation, *Seminars, *Southern States, *Staff Orientation, State Action, State Departments of Education, Teacher Education

This seminar was designed to facilitate final completion and acceptance of state plans which would govern staff development during the third project year and implement a permanent system for each state participating in the project. Objectives of the seminar were: (1) to describe, analyze, and revise individual state plans; (2) to secure personal and institutional commitment to plan implementation; (3) to provide a framework for review of the similarities, differences and unique provisions of each state plan; (4) to discuss plans for developing, using and institutionalizing regionwide resources during the third year of the project—resources which would become adjuncts to every state training system; and (5) to identify and assess major obstacles to ABE staff development in the next three years. The plan agreed upon at this seminar will: (1) establish the training pattern for the next year, (2) establish many of the third-year and final evaluation criteria for each state, (3) be the basis of budget allocations of project funds, (4) identify state, state grant, and participating agency funds that supplement project funds, and (5) establish a basic and permanent delivery system for ABE staff training. (Author/CK)

ED 058 538 AC 012 251

Report: Third Regional Seminar, Southeastern Region Adult Basic Education Staff Development Project (New Orleans, May 5-10, 1970).

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 70

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, Educational Change, Educational Planning, Educational Programs, Expectation, Feedback, Geographic Regions, Group Discussion, Professional Personnel, Program Evaluation, Projects, *Regional Cooperation, *Seminars, *Southern States, *Staff Orientation, State Departments of Education, Teacher Education, Universities

The regional seminars of the Southern Regional Education Board (SREB) are designed to provide inservice training and planning experiences to foster the professional growth of state department of education, university, and local AE/ABE staff members. The third regional seminar was aimed at developing ongoing, self-supporting training programs within each state and concentrated on assisting key persons in state education departments and universities to develop college and university capabilities for preservice and inservice training of staff in Adult and Adult Basic Education. The seminar was opened with a general session, in which introductory remarks were presented. Following these remarks, the first assignment was presented to the participants, who separated into professional groups. After the group discussion sessions, feedback sessions were held to examine some of the common expectations of all participants. Inputs from the group discussions served as springboards for the state planning meetings. The states conducted their planning exercise, keeping in mind the following question: Taking the current state of staff development in your state, what specific next step shall be formulated or enacted for professional staff development in the coming year? At the closing session, changes that would be effected in adult education were discussed and evaluatory remarks made. (Author/CK)

ED 058 539 AC 012 252

The Planning of In-Service Workshops: A Seminar (Atlanta, Feb. 14-17, 1971).

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Climatic Factors, *Educational Planning, Financial Support, *Inservice Education, Institutes (Training Programs), Models, Objectives, Personnel, Problem Solving, Program Design, *Seminars, Student Attitudes, Student Needs, Teacher Education, Teacher Qualifications, Training Techniques, *Workshops

This document is a summation of a workshop designed to be a planning experience for ABE training personnel. It also contains a sampling of

model training designs developed by the participants for inservice work. The object of the seminar was to provide an overview of relevant techniques and procedures for developing and implementing short-term workshops and two-week institutes. During the three days of the seminar, participants would be actively involved in all phases of a workshop, and extract generalizations which could be used in their own situations. As a means of demonstrating climate setting, each of the six participants was asked to prepare a profile describing their individual members. At the conclusion of this exercise, the seminar director asked the seminar participants to describe the type of climate established. After the design for training was outlined, each of the six working groups was asked to identify problem areas which they wished to consider further. Twelve problem areas were defined by the group. These include: (1) Institutional constraints against planning in advance, (2) How to bring the student to a recognition of his needs without losing him in the process, and (3) How to establish competencies of adult teachers. After the diagnosis of problems, each group was asked to design a model institute. The following format was used by all groups: a description of the general situation where the workshop would take place, including sponsor and financial arrangements. (Author/CK)

ED 058 540 AC 012 253

Griffith, William S. Cloutier, Gilles H.

A Directory and Analysis of Degree Programs for Preparing Professional Adult Educators in the United States.

Chicago Univ., Ill. Dept. of Education.

Pub Date Jan 72

Note—300p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Educators, *College Curriculum, Data Collection, *Degree Requirements, Educational Opportunities, Literature Reviews, *Professional Personnel, Questionnaires, *Special Degree Programs, Surveys, Universities

Identifiers—*United States

This study examines the current and planned status of opportunities of training for adult educators in the United States through programs especially designed to meet their needs, as indicated by the degree programs and curricula offered and projected by institutions of higher education. Following the Introduction (Chapter I), Chapter II presents a Review of the Literature on Training Opportunities for Adult Educators. Chapter III consists of a description of the procedures used in identifying the sample and in collecting the data. Chapter IV is a summary and listing of the data collected. Chapter V includes a comparison of the present and previous studies and also sets forth the authors' conclusions and interpretations of the data, as well as their suggestions for subsequent studies and procedures for maintaining current information on the degree training opportunities for adult educators. The instruments used in the data collection are included in Appendix A. The names and addresses of the directors of all programs from which completed questionnaires were received are shown in Appendix B. Appendix C gives the names and addresses of four persons who were admitted to membership in the Commission of the Professors of Adult Education and who are directors of additional programs not reported in the survey. A bibliography is provided, and 57 tables accompany the textual material. (Author/DB)

ED 058 541 AC 012 254

1971 White House Conference on Aging. A Report to the Delegates from the Conference Sections and Special Concerns Sessions.

White House Conference on Aging, Washington, D.C.

Pub Date 71

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education Programs, Concerns, Disadvantaged Groups, *Educational Needs, Ethnic Groups, *Instructional Staff, *Older Adults, *Participant Involvement, *Professional Personnel, Special Health Problems

Identifiers—Administration on Aging

The two parts of this document contain reports relating to the normal concerns as well as the special concerns of the older adult population. In Part I, the reports discuss: Education; Employ-

ment and Retirement; Physical and Mental Health; Housing; Income; Nutrition; Retirement Roles and Activities; Spiritual Well-Being; Transportation; Facilities, Programs and Services; Government and Non-Government Organization; Planning; Research and Demonstration; and Training. Part II contains reports related to the following: Aging and Blindness; Aging and Aged Blacks; Asian American Elderly; The Elderly Consumer; Mental Health Care Strategies and Aging; The Older Family; Homemaker/ Home Health Aide Services; The Elderly Indian; Legal Aid and the Urban Aged; Long-Term Care for Older People; The Poor Elderly; Rural Older People; Spanish Speaking Elderly (Spanish); Spanish Speaking Elderly; The Religious Community and the Aged; Physical and Vocational Rehabilitation; Volunteer Roles for Older People; and Youth and Age. The role that education plays in the part of the older adult is presented in relation to the following: bilingual and ethnic concerns; expansion of educational programs; funding programs; educational policy; increasing influence of older persons; materials, methods and curriculum; mass media; preretirement; professional preparation; and the status of the Administration on Aging. (DB)

ED 058 542 AC 012 256

Federsen, Eigil D. And Others

Status and Prospects of Educational Research in Quebec. Volumes I and II.

Quebec Inst. of Research in Education, Montreal. Pub Date 71

Note—518p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Adult Educators, Age Differences, College Deans, College Teachers, Data Collection, *Educational Research, Educational Researchers, Graduate Students, Interviews, *Professional Personnel, *Questionnaires, Research Projects, Sex Differences, Student Attitudes, Universities

Identifiers—Canada, Montreal, *Quebec, State of the Art Reviews

These two volumes contain a complete report on an inventory of the state of educational research in Quebec, as surveyed in 1968-1969. Four different populations—deans, professors of education, graduate students in education, and educational researchers other than faculties of education—were studied, using a particular instrument designed for the purpose. All instruments were produced in English and French, and the first of three questionnaires were tested in both languages. Volume I contains two chapters: Chapter I deals with data obtained from the deans; Chapter II concerns data obtained from members of faculties of education. Volume II contains three chapters: Chapter III analyzes responses from students in the field of education, and Chapter IV deals with data from researchers in organizations other than the faculties of education; Chapter V compares and contrasts the information obtained from all categories of respondents, and attempts to draw conclusions. Volume I contains 16 appendices and 104 tables, and Volume II contains 31 appendices and 112 tables. In addition, there are 48 recommendations, which concern background, activities, interaction, factors related to the undertaking of research, kinds of research being undertaken, meeting needs and offering incentives, training of researchers, and job opportunities. (DB)

ED 058 543 AC 012 257

Hoffman, Hy Pagano, Jules

A New Conceptual Model for Adult Basic Education Staff Training with Application to Corrections, New Careers and Migrant Education.

Adult Education Association of U.S.A., Washington, D.C.

Spons Agency—Office of Economic Opportunity,

Washington, D.C.

Pub Date Oct 71

Note—57p.

Available from—Adult Education Association of the USA, 810 Eighteenth Street, N. W., Washington, D. C. 20006 (no price quoted)

Document Not Available from EDRS.

Descriptors—Adult Basic Education, Adult Educators, Annotated Bibliographies, Career Education, *Conceptual Schemes, Correctional Education, Federal Programs, Field Interviews, Literature Reviews, Migrant Adult Education, Nonprofessional Personnel, *Professional Personnel, Special Degree Programs, *Staff Im-

provement, Summer Institutes, Surveys, *Training Techniques, Universities

The objective of this project was to review and analyze staff development programs in adult basic education in order to identify the most promising ideas, curricula materials, methods and approaches for the purpose of designing new training models. To accomplish this, the following activities were carried out: a review of the professional literature; field visits; and a direct mail survey. Particular attention was paid to training programs and models judged most effective in dealing with those special problems inherent in the conditions of poverty; most supported in program rationale by accurate and extensively documented results; and most resourceful in management and professional/paraprofessional staffing patterns. The study has identified the nature and scope of staff ABE training needs. The findings are reflected in a conceptual model for application to three ABE settings: in corrections, in New Careers, and in migrant education. Appendix A, an annotated bibliography, contains 114 items of research and investigation on adult basic education staff training, representative of the literature from 1965 to 1970 of the U.S. as well as other countries. (Author/DB)

ED 058 544 AC 012 258

Hall, Eugene R. Caro, Paul W.
Systems Engineering of Coast Guard Aviator Training.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Coast Guard, Washington, D.C.
Report No—HumRRO-PP-17-71

Pub Date Aug 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, *Behavioral Objectives, *Flight Training, *Military Personnel, *Performance Criteria, *Systems Approach
Identifiers—*United States Coast Guard

This paper describes a total-program application of the systems engineering concept of the U.S. Coast Guard aviation training programs. The systems approach used treats all aspects of the training to produce the most cost-effective integration of academic, synthetic, and flight training for the production of graduate Coast Guard aviators. The paper describes the techniques used to develop job-relevant terminal behavioral objectives (the Coast Guard search and rescue flight mission provides the operational context); the assignment of objectives to academic, synthetic, and flight training; the integration of these components into a systems-engineered training program; the development of relatively objective proficiency assessment techniques; and the development of a flying training quality control system for maintaining and enhancing instructional efficiency and for management of the training system. (Author)

ED 058 545 AC 012 259

Carp, Frances M., Ed.
The Retirement Process.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—PHS-Pub-1778

Pub Date 66

Note—177p.; Report of a conference held in Gaithersburg, Md., December 1966

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (\$.70)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attitudes, *Conferences, Educational Needs, Health, *Human Development, Labor Force Nonparticipants, *Older Adults, Psychological Needs, *Research, *Retirement, Sex Differences, Social Problems, Social Services

A conference held to present and discuss new research findings and to consider strategy and tactics for stimulating systematic research on retirement as a normal phase of development is reported. The nine papers, seven of which are followed by discussion reports, presented at the conference are reproduced in this book. The papers and their authors are: "Background and Statement of Purpose" by Frances M. Carp; "Patterns of Psychological Health and Psychiatric Illness in Retirement" by Robert N. Butler; "Implications for Retirement of Recent Studies on Age and Working Capability" by R. Meredith Belbin;

"Patterns of Retirement in San Francisco" by Donald L. Spence; "Frequency and Nature of Health Problems of Retired Persons; "Differential Patterns of Retirement" by Social Class and Personal Characteristics" by Abram J. Jaffee; "Social and Psychological Factors in Adjustment in a Retirement Village" by Maurice B. Hamovitch; "The Allocation of Leisure to Retirement" by Juanity M. Kreps; and "Summary and Prospect" by Frances M. Carp, which describes several research topics that were judged to merit special attention. The conference concludes that the most pressing need is for systematic statements of the retirement process which will guide research toward the building of theory systems. (DB)

ED 058 546 AC 012 260

Witherspoon, Arnold Delano

A Behavioral Observation Index Designed to Evaluate Training of Correctional Officers in a Prison Setting.

Pub Date 27 Aug 71

Note—143p.; Master's Thesis, Auburn University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Science Research, Behavior Rating Scales, *Corrective Institutions, *Evaluation Techniques, Interaction Process Analysis, Measurement Instruments, Observation, *Police, *Training Techniques
Identifiers—Draper Correctional Center

This study represents an effort to develop an observational instrument to assess a correctional officer's behavior, and to evaluate officer training programs. A list of 73 inmate behaviors to which the officer might respond was assembled. The most relevant, significant, and most often occurring inmate behaviors were selected. Six judges with orientations in psychology and corrections rated 4 basic officer responses (reinforced, ignored, terminated, punished) according to their effectiveness in modifying each of the 73 inmate behaviors. This procedure established which response of the officer was most desirable. Agreement between judges and mean ratings for each response were recorded in tables titled the Standardized Response Index. The observation instrument was then constructed and tested for reliability. Information recorded by the observer was: the interaction number, verbal contact (verbal content and tone), type of interaction, type person(s) and number of persons interacting, and officer's response. Information to determine observer reliability was collected by 2 pairs of observers. Overall, the reliabilities of the indices were moderate to high (+.47 to +.97). Internal validity was supported by data collected for 15 officers which supported three important assumptions. External validity was not clearly determined. (Author/DB)

ED 058 547 AC 012 261

Radical Changes in Higher Adult Education.

Association of Univ. Evening Colleges, Norman, Okla.

Pub Date 71

Note—129p.; Proceedings of annual meeting of Association of University Evening Colleges (33rd, Des Moines, Iowa, Oct. 31-Nov. 4, 1971)

Available from—Howell W. McGee, Exec. Secretary, Association of University Evening Colleges, Univ. of Oklahoma, Norman, Okla. (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Students, College Role, Community Services, *Conferences, Continuing Education Centers, *Correspondence Study, Credit Courses, *Evening Colleges, Financial Needs, Interinstitutional Cooperation, *Part Time Students, *University Extension, Womens Education

These proceedings are presented in four parts. Part I contains eight addresses related to one of the following topics: The External Degree as Radical Change; Forms of External Degrees; and Changing Patterns in University Organization, Structure, and Relationships as They Affect Evening Colleges. Part II presents 11 reports from Special Interest Discussion Groups. Part III is the report of the business session. Part IV, Appendices, is comprised of 18 committee reports, program of the convention, and rosters. (DB)

ED 058 548 AC 012 262

Industrial Relations Training: A Systematic Approach.

Food, Drink and Tobacco Industry Training Board, Croydon (England).

Note—18p.

Available from—The Food, Drink and Tobacco Industry Training Board, Leon House, High Street, Croydon CR9 3NT, England (35 pence)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Guides, Behavioral Objectives, Employer Employee Relationship, *Industrial Relations, Industry, Labor Demands, *Management Education, On the Job Training, Problem Solving, *Professional Continuing Education, *Training Techniques, White Collar Occupations

This guide focuses attention on the need to improve industrial relations, both present and future. It attempts to persuade managers to devote more of their thinking and negotiating skills to reconciling the differences between their company's and its employees' interests. The guide also aims at encouraging companies to prepare for the industrial relations aspect of increasing social and technological change. The recommended systematic approach to training is presented in outline form, as a useful checklist for senior managers, as well as specialist staff, in all medium- and large-sized companies. The outline provides brief discussions of the following topics: What is causing the problems?; What training is needed?; Under whose watchful eye?; How to start a program; Assessing possible training needs; Check list; Is it really a training need?; The list becomes a training plan; Training needs by category; Introductory training; What decides the training method?; Have the objectives been met?; and To sum up. (DB)

ED 058 549 AC 012 263

Florida State University Self-Study: Self-Study Report of the Department of Adult Education.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Report No—R-1

Pub Date 1 Feb 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Vocational Education, *College Curriculum, Credit Courses, Curriculum Design, *Education Courses, *Graduate Study, Human Resources, *Professional Continuing Education, Program Evaluation, Role Perception, Universities
Identifiers—Florida

The Department of Adult Education is a graduate education department with the primary objective of improving the effectiveness and efficiency of adult education that takes place both within and outside the context of educational institutions. Faculty, through this self-study, have recognized several needs for the future. They include: (1) more precise enroute and terminal performance statements for its students; (2) more universal representation of agencies and program areas of the field in terms of the research performed and the service projects implemented; (3) more extensive use of experimental design to test developmental strategies for the resolution of crucial problems; (4) eliminate periodic breakdown of intra-departmental communications; (5) a system for continuous collection and recording of routine descriptive data; (6) elimination of reporting that which is not used in decision making; (7) prepare for increased enrollment in upper-division graduate level; and (8) increase enrollment in one graduate course. (Author/DB)

ED 058 550 AC 012 264

Draft Plan of Operation for a Functional Literacy Pilot Program in Swaziland June-July 1971.

Sebenta National Inst. (Swaziland).

Pub Date 71

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Agricultural Education, Crop Processing Occupations, *Developing Nations, Farm Labor, Field Crops, *Functional Illiteracy, Generative Grammar, Land Settlement, *Literacy Education, Mathematics Instruction, Reading Instruction, Recordkeeping, *Rural Areas, Short Courses, Social Development, Teaching Methods, Writing

Identifiers—Paulo Freire Method, Sebenta National Institute, *Swaziland

A planned full-time "functional literacy" course that was to be held during June and July 1971 in Ekuhlamukeni and Nqabani (Swaziland) is discussed. The experimental pilot project was to be sponsored by the Sebenta National In-

stitute, the University of Botswana, Lesotho and Swaziland Division of Extra Mural Services, and by the Ministry of Agriculture. The principal objectives of the course were: (1) to develop a new "functional" approach for literacy programs in the rural areas, integrating literacy instruction with the discussion of critical socioeconomic issues and with agricultural training; (2) to assess the feasibility of a short, full-time intensive course; (3) to test the effectiveness of the "Paulo Freire" psycho social literacy method in raising the level of community leadership and participation in local development; (4) to develop a practical form of "follow-up" to this course through the continued use of farm records under supervision from agricultural extension staff; and (5) to provide reading materials and instruction/discussion on improved maize and cotton production. The central theme of the functional content was Resettlement—the need for, implications of, and planning required. (DB)

ED 058 551

AC 012 272

Weir, A. D.

A Day off Work? The Attitudes of Craft Apprentices to Further Education.

Scottish Council for Research in Education.

Pub Date Aug 71

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Adult Education, *Apprenticeships, Attitudes, *College Students, Data Collection, Educational Change, Interest Scales, Interviews, Objectives, Profile Evaluation, Projects, Questionnaires, Research, *Skilled Workers, *Student Attitudes, Student Motivation, Tables (Data)

This document reports on a research project covering the attitudes of craft apprentices toward the objectives of further education and the incentives in pursuing craft apprenticeship courses. The experimental design was ad hoc. The Research Officer drew up an interview schedule which would elicit information on some of the major attitudinal areas. A test was also used. In addition, a short personal questionnaire was drawn up for administration with the Attitude Scale to large numbers of students in further education colleges. Four colleges in Central Scotland were involved in this project. Information was obtained from a maximum of 2140 students. Among the basic items of information obtained were the ways in which students progress or fail to progress from year to year of their college attendance and the explanations which students give for discontinuing their college attendance. Each grouping into which students can be divided produces a slightly different profile of attitudes and influences. This indicated that there is no overall prescription which would cure the problems set out in this investigation, but that the attitudes of each grouping into which students can be divided must be considered separately. By revealing some of the incentives and disincentives perceived by craft students in further education and objectives of these students, this investigation may provide the further education service with information required for consideration of changes in colleges and courses along the lines indicated by these craft students. (Author/CK)

ED 058 552

AC 012 273

Sainer, Janet S. Zander, Mary L.

SERVE: Older Volunteers in Community Service. A New Role and a New Resource.

Community Service Society of New York, N.Y.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Sep 71

Note—367p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Attitudes, Community Agencies (Public), *Community Service Programs, Cultural Enrichment, Demonstration Projects, Health Services, *Human Resources, Interpersonal Relationship, Leadership, Motivation Techniques, *Older Adults, Questionnaires, Recruitment, Resources, *Role Perception, Social Workers, Socioeconomic Status, Surveys, Task Performance, Urban Areas, *Volunteers, Welfare Services

Identifiers—*Project SERVE

This document reports on a demonstration project using older volunteers in community service in one area of a large city. Questions for which answers were sought include: (1) What type of activities might older adults be given that would

be both meaningful and useful; (2) What kinds of community agencies would use the services of volunteers most effectively; (3) How can older adults be motivated in the direction of community service; (4) How can those who will benefit from volunteer service be recruited and retained; and (5) What sort of volunteer workers will older persons be? An exploratory survey was conducted to: (1) gather data about the older adult population in the area, (2) determine what opportunities were available for older volunteers in health, welfare, and educational and cultural agencies, and (3) assess the potential for recruiting older adults. Findings include: (1) Older persons are willing and able to volunteer on a regular basis if agency needs are real, if appropriate assignments are available, if transportation is provided, and if staff leadership is present on an ongoing basis; (2) Volunteers of low socioeconomic status can be recruited and retained; (3) Persons in their seventies had excellent attendance and a high retention rate; (4) Most volunteers functioned consistently and well; (5) The major reasons for volunteering were need for social contacts and to find a useful and satisfying instrumental role; (6) A program of volunteer service requires step-by-step development over a period of time and grows out of a personal appeal. (CK)

ED 058 553

AC 012 274

Assessing Your Company's Training Needs.

Food, Drink and Tobacco Industry Training Board, Croydon (England).

Report No—STG-1

Note—43p.

Available from—The Food, Drink and Tobacco Industry Training Board, Leon House, High Street, Croydon CR9 3NT, England (65 pence)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Data Collection, *Educational Needs, Educational Programs, Employee Attitudes, *Evaluation, Food Service Industry, *Guides, Industrial Personnel, *Questioning Techniques, Salaries, Sales Workers, Standards, Systems Approach, Task Performance, Theories, *Training Techniques

This book was designed to serve as a guide for the small and medium-sized firm establishing a systematic training pattern for the first time, and to the larger company for whom it will act as a useful check list. The guide examines the kind of information required and the ways in which actual companies have arrived at their training requirements in a systematic way. A list of questions is presented to direct a company as to the kind of questions it should ask itself before embarking on a systematic training program. These questions relate to the company's future plans, its theories about organization, standards of performance, ideas about delegation of authority, labor turnover, employee satisfaction, training of sales personnel, cost effectiveness, stock control, quality, industrial relations, the law, and safety. As a final stage in establishing a training pattern, three steps are suggested for implementation once the questions have been answered. These are: (1) Collate the findings; (2) Group the needs; and (3) Add the facts and examine the benefits. (CK)

ED 058 554

AC 012 275

Work Study and the Portworker.

National Ports Council, London (England).

Pub Date Jun 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Blue Collar Occupations, Labor Education, *On the Job Training, *Performance Specifications, *Personnel Evaluation, Productivity, *Semiskilled Workers, *Work Study Programs

This four-part booklet presents the techniques of Work Study and their application to cargo operations in ports. The four parts contain discussions of the following: I. Productivity and Our Standard of Living; II. The Application of Work Study; III. Brief Explanation of Some Work Study Techniques (Method Study and Work Measurement); and IV. Conclusion—Work Study in the port transport industry is almost inevitable, and it is preferable to encourage the use of Work Study. (DB)

ED 058 555

AC 012 276

Twente, Esther E.

Never Too Old: The Aged in Community Life.

Pub Date 70

Note—362p.

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, Calif. 94111 (no price quoted)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, *Community Programs, Course Content, Creative Expression, Demonstration Projects, Educational Programs, *Financial Needs, Individual Development, Interdisciplinary Approach, *Older Adults, *Problem Solving, Research, Retirement, *Role Perception, Social Work, Socioeconomic Status, Teaching Techniques

This book focuses on two issues: the realization of individual potential and the replacement of narrow specialization in human service institutions by a more general capability. This focus takes into special consideration the position of the elderly. Many questions are raised by these two unresolved basic issues reflected throughout this volume. Efforts have been made to meet needs older people have as a result of their retirement from productive work. These efforts have consisted primarily of benevolences, insurances, and leisure time activities. This aid takes into account the loss of role of the older person as an economic producer; however, it does not add to his self-respect. Many creative and service activities could be developed as many older people have much to contribute to their local communities. It is suggested that providing appropriate educational experiences for the social work generalist in small communities may alleviate the problem. This suggestion raises many questions, including what kind of content should be included and how and when should it be taught. This book outlines techniques that are the result of two demonstration and research projects with aging people in small communities, an attempt to at least partly resolve these issues. (Author/CK)

ED 058 556

AC 012 277

Handbook for Evaluating Instruction.

Los Angeles City Schools, Calif.

Pub Date 71

Note—40p.; Draft copy. Prepared by the Division of Career and Continuing Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Education, *Administrative Guides, *Adult Education Programs, Annotated Bibliographies, Business Education, Citizenship, *Community Schools, Elementary Education, English (Second Language), *Evaluation Techniques, Fine Arts, Homemaking Education, Individualized Instruction, Industrial Education, Music Education, Nursing, Parent Education, *Teacher Evaluation, Traffic Safety

This handbook is designed to assist teachers and administrators in improving the instructional program by providing practical and specific suggestions for evaluation of instruction in community adult schools. General criteria for evaluation in all subjects are divided into the following categories: I. Classroom Organization and Management; II. Special Qualities of a Teacher in the Particular Area; III. Teaching Techniques Pertinent to the Individual Area; IV. Evaluation Techniques Appropriate to the Individual Area; and V. Safety Practices. These criteria are utilized in evaluating instruction in the following subject fields: Academic Business Education, Citizenship, Elementary Education, English as a Second Language, Fine Arts, Homemaking, Individualized Instruction, Industrial Education, Music, Nursing, Parent Education, and Personal Traffic Safety. A selected bibliography is provided. (DB)

ED 058 557

AC 012 278

ESL Reference List of Materials for English as a Second Language.

Los Angeles City Schools, Calif.

Pub Date 72

Note—19p.; Prepared by the Division of Career and Continuing Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Literacy, *Annotated Bibliographies, *English (Second Language), *Language Skills, Pronunciation, *Reading Skills, Resource Materials, *Textbooks

This annotated bibliography contains listings of books for use by students in beginning (1 and 2), intermediate (3 and 4), and advanced (5, 6, and 7) levels. For each of the levels, the books appear in one of three categories: basic textbooks, supplementary language skills, and reading skills. Pronunciation books are listed separately, some of which are for both students and teachers and

others meant for teachers only. In addition, a list of resource books for teachers is provided. (DB)

ED 058 558 AC 012 279

Harrington, John H., Ed.
Handbook for Community Adult School Counselors. Revised Edition.

Los Angeles City Schools, Calif.

Pub Date 71

Note—69p.; Prepared by the Division of Adult Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Adult Counseling, Adult Students, Citizenship, College Students, *Community Colleges, Community Services, *Counseling Goals, Foreign Nationals, Graduation Requirements, Guidelines, High School Curriculum, Interviews, Student Records, Testing, *Vocational Counseling
Identifiers—*Los Angeles

This handbook concerns the objectives, procedures, and limits of adult school counseling, and provides guidelines for counselors in a large school system. It aims to make reasonably uniform the services offered in all adult schools, and to extend these services. The 11 parts of the handbook discuss the following: I. Administrative Policies, II. The Interview, III. Testing, IV. Credit Evaluation, V. Records, VI. Citizenship and Visa Students, VII. Veterans' Counseling, VIII. Vocational Counseling, IX. High School Graduation Requirements, X. Community Agencies as Resources, and XI. College Counseling. A subject index is provided. (DB)

ED 058 559 AC 012 280

Handbook for Community Adult School Principals. Revised Edition.

Los Angeles City Schools, Calif.

Pub Date 71

Note—33p.; Prepared by the Division of Adult Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Administrator Role, *Adult Educators, Curriculum Planning, Guidelines, Instructional Programs, *Principals, Professional Personnel, Program Budgeting, *Public School Adult Education, Student Characteristics, Teacher Recruitment
Identifiers—*Los Angeles

This handbook is designed to aid community adult school principals in executing a successful school program. The 10 sections of the handbook are as follows: I. The Principal, II. The Instructional Program, III. Opening the School Year, IV. Curriculum, V. Housing, VI. Certificated Personnel, VII. Classified Personnel, VIII. Pupil Personnel, IX. Supplies and Equipment, and X. Closing the School Year. Major references and a subject index are provided. (DB)

ED 058 560 AC 012 281

Hall, Budd L., Ed.

The 1971 Literacy Campaign.

Dar es Salaam Univ. (Tanzania). Inst. of Adult Education.

Pub Date [71]

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Basic Education, *Case Studies (Education), *Developing Nations, Educational Needs, Instructional Materials, *Literacy Classes, *Program Evaluation, Student Motivation, Supervision, Teacher Education, Volunteers

Identifiers—Kilimanjaro, Mafia, Masasi, Pare, *Tanzania, Ukerewe

Results of a study of the campaigns to eliminate illiteracy in five districts of Tanzania are reported. Using case study methods, researchers from the Institute of Adult Education followed a common outline in collecting data from the Mafia, Ukerewe, Masasi, Kilimanjaro, and Pare Districts regarding their literacy campaigns. The outline was 1. Basic Organization of the Literacy Drive, 2. The Field Organization, 3. Teachers, 4. Materials, 5. Evaluation, and flight mission provides the operational context; the assignment of the completion of the program, 96% of adults in Mafia were literate; (2) About 90% of the illiterates in Ukerewe were enrolled in classes; (3) It is estimated that 75% to 80% of Masasi would be literate by the end of the program; (4) Results of tests conducted in Kilimanjaro were not available; and (5) Evaluation of testing in the Pare District remains to be done. From a review of the various campaigns, some

considerations that should be applied early in the planning of literacy campaigns are recommended: (1) a sufficient supply of primers and other materials be available; (2) an adequate number of capable supervisors must be available; (3) good and full time transportation must be provided; (4) class committees can ensure better student attendance; and (5) classes should continue for a second year. (DB)

CG

ED 058 561

Bingham, William C.

Counseling the Disadvantaged about Engineering and Related Technology: A Counselor Educator's View.

Rutgers, The State Univ., New Brunswick, N.J.

Pub Date Apr 71

Note—6p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Goals, *Disadvantaged Youth, Job Satisfaction, Occupational Aspiration, *Occupational Information, *Success Factors, Technical Occupations, *Vocational Counseling

Three of the variables which counselors need to attend to in helping disadvantaged youth to consider occupations such as engineering are: (1) knowledge of opportunities; (2) knowledge of self; and (3) procedures related to entry. With regard to knowledge of opportunities, it is suggested that counselors' energies would be better spent in supporting the establishment and maintenance of computerized retrieval systems in agencies such as the Employment Service. With regard to knowledge of self, it is suggested that clients be given an adequate opportunity to think through their aspirations and anticipations of satisfaction in addition to considering their aptitudes and interests. Finally, the relationship between intelligence and achievement needs to be re-examined since attributes other than intelligence are associated with achievement. School counselors should understand their clients well enough to be able to explain to admissions officers which of the student's attributes are his indicators of success. (TA)

ED 058 562

Goldberger, Leo Bendich, Stephen

Field Dependence and Social Responsiveness as Determinants of Spontaneously Produced Words.

New York Univ., N.Y. Research Center for Mental Health.

Pub Date Apr 71

Note—13p.; Paper presented at Eastern Psychological Association convention, New York, N. Y., April 15-17, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associative Learning, *Behavioral Science Research, Environmental Influences, Response Mode, *Social Environment, *Stimulus Behavior, *Verbal Stimuli

This study measured responsiveness to the immediate environment on the basis of the social (vs. neutral) content of a person's free associations, in an effort to relate this responsiveness to field-dependence. The results lend support to the view that field-dependence is associated with social responsiveness in word association. Two aspects of social responsiveness in word associations were studied: (1) preference for external cues; and (2) preference for social (as opposed to neutral) content regardless of external or internal cues. Correlations between external cues and social content were quite low in all conditions. The field-dependent subjects revealed their social responsiveness in several ways: (1) by giving more externally-related words; (2) by giving more social content words; and (3) by giving more incidental words when the conditions permitted. (TA)

ED 058 563

Gordon, Edmund W.

The Disadvantaged and His Milieu.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date Apr 70

CG 006 659

Note—30p.; Paper presented at American Personnel and Guidance Association conference, Albany, N. Y., April 9-10, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Child Rearing, Cognitive Processes, Demography, *Disadvantaged Youth, Dropout Rate, *Educational Programs, *Educational Research, *Environmental Influences, Ethnic Grouping, Intelligence, Intervention, Motivation, Racial Segregation, Verbal Ability

This report comprises a critical analysis of research in the area of the disadvantaged student, mostly on population characteristics and on educational programs offered them. Much of the research on such factors as genetic and environmental influences, verbal ability, motivation, school achievement, attrition rate, demographic characteristics, health care and nutrition, has been biased; and efforts at intervention have been unsuccessful, with demonstration projects taking precedence over controlled experiments. Necessary to raise the standard of research and educational programs are: (1) increased funds for meaningful large-scale innovation; and (2) development of effective ideas for the best utilization of available funds. Suggestions for improvement include the better understanding, and more appropriate design and control of social-psychological learning conditions; greater qualitative analysis of learning behaviors; matching this broader range of characteristics to the design of appropriate learning environments and experiences; and the need to change political factors in education. It is especially important to hold educators more directly accountable to those they serve, and to give greater attention to the role of students in the direction of their own education. (KS)

ED 058 564

Williams, William H. And Others

The Systems Approach in the Rehabilitative Process.

National Technical Inst. for the Deaf, Rochester, N. Y.

Pub Date Apr 71

Note—22p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Deaf Education, *Handicapped, *Learning Disabilities, Post Secondary Education, *Rehabilitation Programs, Sensory Deprivation, *Systems Approach, Visible Speech, Vocational Rehabilitation
Identifiers—National Technical Institute for the Deaf

Historically, handicapped people have been caught in a job trap. Statistics of selected groups of handicapped people indicate a history of unemployment, underemployment, lack of job satisfaction and frustration. Even when professional training is introduced handicapped people generally receive lower wages than their non-handicapped peers. If this history is to be reversed then new approaches must be attempted in the rehabilitation process. The systems model represents one viable approach. With an understanding of the history of unemployment and underemployment of deaf people, the National Technical Institute for the Deaf (NTID) has developed its programs and services utilizing the systems model. The major components of the NTID educational system are defined and described, including the concept of accountability. The importance of feedback and program flexibility are highlighted. Three basic principles are inherent in the system: (1) the program must be a vital, dynamic, organized whole; (2) it should be behaviorally oriented and quantifiable, if possible; and (3) beginning and on-going documentation is mandatory. (Author/TA)

ED 058 565

Rehberg, Richard A. Schafer, Walter E.

Adolescent Educational Expectations and High School Interscholastic Athletics.

Oregon Univ., Eugene; State Univ. of New York, Binghamton.

Spous Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program; Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Pub Date Aug 67

Note—33p.; Paper presented at American Sociological Association convention, August, 1967

CG 006 705

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Athletic Activities, Athletics, *Educational Objectives, Expectation, Grade Point Average, *High School Students, *Parent Attitudes, Questionnaires, Socioeconomic Status

Data from 785 male seniors from 6 urban Pennsylvania high schools are used to evaluate the relationship between post high school educational expectations and participation or non-participation in interscholastic athletic activities. A zero-order gamma of .28 indicates that educational expectations and athletic participation are positively associated. The possibility that this association is spurious is tested by statistically controlling 3 potentially confounding variables: social status, academic performance, and parental educational encouragement. A 3rd-order net partial association of .22 suggests that the association is not spurious, that the positive relationship between educational expectations and athletic participation is a result of the socialization experience of interscholastic athletics rather than of differential selection into high school sports. Further analyses indicate, however, that the positive association is not constant over the relevant control variables but that it is an interactive relationship; specifically, that the positive association is strongest for those categories of respondents "least" positive disposed toward a college education and weakest for those categories of respondents "most" positively disposed toward a college education. (Author)

ED 058 566 CG 006 739

Stearns, James D.

Rehabilitation at the County Jail Level: A Model Program.

Michigan State Dept. of Education, Lansing. Div. of Vocational Rehabilitation.

Pub Date 6 Apr 71

Note—7p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Demonstration Programs, Diagnostic Tests, Library Facilities, Placement, *Prisoners, Referral, *Rehabilitation Programs, *Vocational Rehabilitation, Volunteers

The Ingham County, Michigan, Jail Rehabilitation Program is described. Attempting, as it does, to deal constructively with cell- and subsequent street-adjustment, the program is concerned with counseling and rehabilitation, and the provision of a bridge to the community. Efforts have been hindered by the brevity of sentences in a county jail, the fact that many inmates are merely passing through or unsentenced, and certain logistic problems such as state laws and certain practical limitations, which act as deterrents to meaningful involvement in the rehabilitation program. Services provided include diagnostic interviews and staff conferences; a community-based vocational rehabilitation program with counseling; an extensive adult education program which includes college courses, physical education, alcohol education, and training in arts and crafts; job placement and follow-up; an efficiently-run library; psychotherapy and community mental health consultation; a successful volunteer program; and rehabilitation programs for drug and alcohol addicts. Intervention at this early stage is intended to short-circuit both "the revolving door county jail process and the process by which one attains journeyman status in crime." (KS)

ED 058 567 CG 006 744

Kahn, Robert L.

The Justification of Violence: Social Problems and Social Solutions.

Society for the Psychological Study of Social Issues, Ann Arbor, Mich.

Pub Date 4 Sep 71

Note—31p.; Paper presented at American Psychological Association Annual Convention (79th, Washington, D. C., September 3-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Identification (Psychological), *Perception, Police Community Relationship, Racial Differences, *Social Action, *Social Change, Social Influences, *Social Problems, Sociocultural Patterns, Values, *Violence

The amount of violent behavior in a society is determined by a number of social indicators which influence members of that society to condemn or justify violence. To develop a technolo-

gy for the implementation of appropriate social action, therefore, one must have a thorough understanding of the nature of such social indicators. In order to achieve this understanding, a survey was conducted to assess attitudes and values regarding violence. Level of violence found justifiable was expressed in terms of 2 indexes: violence for social control and violence for social change. In general, American men were found to be prepared to justify substantial amounts of violence by police, and yet were fairly open to social change. Their answers were analyzed according to 7 major categories of variables: early and later background, values, identifications, definitions, beliefs about social issues, and perception of others. None of these variables, individually, proved a strong predictor of either violence for social change or for social control, but combined, they proved to have significant explanatory power. The results are discussed in detail and recommendations made for utilization of the findings in effecting social change. (KS)

ED 058 568 CG 006 746

Dickman, Harold R. Pearson, Helen J.

Younger Veterans - Older Veterans: A Comparison of Perceptions of Hospital Treatment, Problem Areas and Needs.

Veterans Administration Hospital, Palo Alto, Calif.

Pub Date Sep 71

Note—14p.; Paper presented at American Psychological Association convention, Washington, D. C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Attitudes, Hospitals, Institutional Environment, Interviews, *Patients (Persons), *Perception, Problems, *Veterans

The contention that younger veterans differ from their elders in their attitudes and expectations was shown to be an inaccurate generalization on the basis of this reported inquiry. Three general classes of informational data were collected from both younger and older veterans: (1) perception of hospital services; (2) patient problems and services needed; and (3) demographic characteristics. It was found that real situational factors, for example recreational opportunities, quality of food and treatment, were responded to comparably by patients of all ages. GM&S patients and psychiatric patients, however, held significantly different views on situational, present need and special problem factors. Reality or situational factors contributed more to stated degree of satisfaction than did age, though certain characteristics, such as drug usage, trouble with the law, and future-orientation, did differentiate older and younger groups. It is suggested, however, that alternative life-style paradigms be developed to cope with the greater problem of social marginality seen particularly in the differences between GM&S and psychiatric patients. (KS)

ED 058 569 CG 006 747

Paterson, John G. And Others

Psychological and Personality Undercurrents of a Drug User. Student Drug Use and the Hang-Loose Ethic. Students and Drug Use: A Study of Personality Characteristics and Extent of Drug Using Behavior. A Report on Drug Abuse in the City of Edmonton to the Mayor's Executive Committee on Drug Abuse.

Pub Date 71

Note—42p.; Papers presented at Canadian Guidance and Counseling Association convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Behavior, Beliefs, Crisis Therapy, *Drug Abuse, High School Students, Marijuana, Narcotics, *Personality, *Program Proposals, Rehabilitation, Self Concept, Students

These 4 papers were presented at the Canadian Guidance and Counseling Convention, 1971. (1) Hughes used a questionnaire to show that marijuana users were more likely to subscribe to the "hang-loose ethic," i.e., a personal and social ethic antagonistic to the ideas of the Protestant ethic, as manifested in their behaviors; self-concepts; educational, political and social attitudes; and in demographic characteristics. (2) Paterson, too, found habitual drug users frequently identifiable by their behaviors and personalities, most rebelling against and withdrawing from society, conventional morality and organized religion,

although using the drug culture and mystical religions to meet similar needs. (3) The study by Riggs, however, found the personalities of habitual, occasional and non-users of psychedelic drugs essentially similar, except that habitual drug users showed less endurance. (4) The Brosseau report proposes increased coordination and cooperation between the various public and private drug-related services; development of preventive programs in the schools, emergency crisis treatment centers and a center to treat abusers with associated psychological problems; and emphasizes the need for research and evaluation. (KS)

ED 058 570

CG 006 749

Harrison, Dorothy D.

Healthy--That's Me: A Health Education Curriculum for Health Start.

Bio-Dynamics, Inc., Cambridge, Mass.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [71]

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, *Curriculum Guides, *Ethnic Studies, Group Relations, *Health Education, *Instructional Materials, Mental Health, Play, *Preschool Education, Self Concept

This booklet describes in detail a health education curriculum designed for preschool children. Large numbers of reference books and literature for adults and children, movies, pictures, posters, records, toys and teaching aids are recommended. The basic philosophy of the curriculum is that health education permits the child to learn more about himself and hence build up his self-concept; the objective of the program is to make health (mental, physical and social) a valued asset for the child. Modern concepts of early childhood learning and intellectual and emotional development are considered; hence child-centered and group-centered approaches are used, and the relationship with the teacher stressed. Mental health and ethnic considerations are emphasized throughout. To involve the total personality, creative activities, discussion of information and attitudes, cooperative group games and role playing are encouraged as integral parts of the learning experience. Several health topics are covered under 5 broad units: (1) All About Me; (2) Me and My Folks; (3) Where I Live; (4) I'm Growing and Changing; and (5) Who Helps Me Take Care of My Health. (KS)

ED 058 571

CG 006 750

Swisher, John D. Hoffman, Alan M.

Real Research in Drug Education. Real Research in Drug Education: Drug Information: The Irrelevant Variable.

Pennsylvania State Univ., University Park.

Pub Date Apr 71

Note—20p.; Paper presented at American Personnel and Guidance Association convention, Atlantic City, N. J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Behavior, Drug Abuse, *Drug Education, *Educational Research, *Information Dissemination, Knowledge Level, *Program Effectiveness, *Program Evaluation, Questionnaires

These 2 articles argue that the presentation of drug information in drug education has no relevance. Hoffman reviews the various approaches to drug education, most of which are based upon the idea that giving people information will act as a deterrent to their use of drugs. A scale was administered to a large and varied population of students to assess affective (attitudinal), cognitive (knowledge) and behavioral factors regarding drugs. Results indicated that the more knowledge people possessed about drugs, the more liberal (pro-drug use) their attitudes were; drug users were more knowledgeable than non-users; and a low affective score (liberal attitude) also proved significantly related to drug usage. Swisher's review of drug education programs indicates a large variation in program outcomes. Short-term programs have little impact on attitudes regarding drug abuse. Use of group counseling with information giving also makes no difference. In certain instances, giving of information was related to increased drug abuse, increased interest in acquiring additional knowledge about drugs, and liberalization of attitudes, but in general there is little evidence of beneficial effects. (KS)

ED 058 572 CG 006 757

Pigott, Katherine M. Gilmore, John

Parent Counseling and Academic Achievement: Progress Report on the Initiation of a System-Wide Parental Consultation Program. Lexington Parent-Counseling Project. Follow-Up Study Procedure and Results.

Boston Univ., Mass.; Diamond Junior High School, Lexington, Mass.

Pub Date 69

Note—52p.; Papers presented at American Personnel and Guidance Association convention, Las Vegas, Nev., March 30 - April 3, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Counseling Effectiveness, Counseling Programs, *Family Environment, Grade Point Average, Inservice Education, *Parent Counseling, *Pupil Personnel Services, *Underachievers

Assuming that benefits would accrue to students if their counselors could work with the parents—because of the support and nurture received at home being so important to school achievement—counselors held weekly consultations with parents of underachievers in the Lexington, Massachusetts, Public Schools. Weekly inservice seminars were also conducted with the counseling staff to systematically train members in the use of parent counseling as a therapeutic tool. The students' levels and grades were weighted to allow comparison throughout elementary, junior high and high school. There was an overall improvement in grade point average, particularly at the junior high level. Most parents indicated that they were praising their children more and doing more things with and for them, and felt the children worked harder and were more independent. Current ego psychology is used to explain the results. The increase in trustworthiness, reassurance and reward, in the environment, allows the child's ego to function on a more effective level and hence he will grow and develop in the role that is expected of him, namely his schoolwork. Illustrative cases are cited, and the practice of parent counseling is encouraged. (KS)

ED 058 573 CG 006 776

Parrott, George L. Coleman, Georgetown

Sexual Appeal: In Black and White.

Sacramento State Coll., Calif.

Pub Date [71]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Physical Characteristics, *Racial Attitudes, Racial Factors, *Sex (Characteristics), *Sex Differences, *Sexuality

Facial pictures were ranked from characteristically black to clearly white and organized into 3 comparable 6-picture sets of male and female photographs. Pictures were rated for sexual appeal by opposite-sex raters; the raters were either black or white. Results show no sexual appeal effect due to physical characteristics of face for female raters, but a strong effect for males. Black and white males show the same basic response pattern on their ratings while black females gave generally lower ratings to all pictures than white females. (Author)

ED 058 574 CG 006 778

Pierce, Charles H. Risley, Todd R.

Delayed Institutional Control of Head Start Children's Free Play.

Kansas Univ., Lawrence.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Pub Date 6 Sep 70

Note—14p.; Paper presented at American Psychological Association Annual Convention (78th, Miami, Fla., September 3-8, 1970)

Available from—Charles Pierce, Depts. of Recreation and Kinesiology, Univ. of Waterloo, Waterloo, Ontario, Canada or Todd Risley, Juniper Gardens Children's Project, 2021 N. 3rd St., Kansas City, Kansas 66101

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Discrimination Learning, Instruction, *Operant Conditioning, *Play, *Preschool Children, *Reinforcement

The free play of 5 black preschool Head Start children was observed. The variables manipulated in the study were delayed instructions and reinforcement for play with selected toys, and specific versus general instructions; the cor-

respondence between the adult's instructions and reinforcement to the children's play was assessed. The data indicated that the children's free play was significantly differentially affected by the combination of verbal instructions and reinforcement even when free play occurred 21 hours later. The combination of instructions and reinforcement was effective, however, only when the selected toy was specified which suggests that the discriminative properties of the adult's instructions were a critical variable influencing children's free play. The results also suggest that not only should instructions be specific, but any changes in instructions should be specific too. (KS)

ED 058 575 CG 006 779

Newman, Wilfred

Report on High School Characteristic Index Study at John Marshall High School - 1970.

John Marshall High School, Rochester, N.Y.

Pub Date 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Environmental Influences, *High School Students, Needs, *Perception, *Race Relations, Racial Integration, Violence

Identifiers—High School Characteristic Index

The High School Characteristic Index (H.S.C.I.) was employed at a high school in Rochester to measure students' perceptions, as well as teachers' ability to predict students' perceptions, after black-white violence occurred in May, 1970. The 1970 results were compared with 1966 results of the H.S.C.I. at the same high school when a different student body (black-white ratio) existed. Comparison of results indicated that there was a dramatic change in students' perceptions between 1966 and 1970 in both expected as well as unexpected directions, and teachers were able to predict with fair accuracy the students' perception of their environment. Some of the major conclusions of this study were that apathy is inversely related to violence and frustration level and violence increase when black-white ratio is increased to a point where blacks are still a minority but have been exposed to middle-class values and advantages. (Author)

ED 058 576 CG 006 782

Banks, Ronald DiPasquale, Mary Ellen

A Study of the Educational Effectiveness of Integration: A Comparison of Pupil Achievement Before and One Year After Integration; A Survey of the Attitudes of Principals, Teachers, Parents, and Pupils Involved in the Program.

Buffalo Public Schools, N.Y.

Pub Date 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Bus Transportation, *Educational Opportunities, Elementary School Students, Grade 5, Grade 6, Grade 7, *Integration Effects, Integration Studies, Junior High School Students, *Racial Integration

This study surveyed the effects of bussing nearly 1,200 blacks in the Buffalo (N. Y.) Public Schools from segregated inner city schools to schools where the population was primarily white. The blacks, in grades 5-7, were bussed from 6 inner city schools to 22 receiving schools. Findings include the following: (1) blacks integrated into classes with whites make greater gains in academic achievement than do blacks who remain in segregated schools; (2) whites do not suffer losses in academic achievement as a consequence of integration; (3) principals and teachers in receiving schools believed that the integration program demonstrated positive educational results; (4) parents of black and white pupils involved in the integration program believed that it was educationally sound; and (5) blacks and whites involved in the integration program believed it to be a good idea. (TA)

ED 058 577 CG 006 783

Bishop, D. S.

The Use of Family Therapy Concepts and Techniques in Guidance and Counseling.

McMaster Univ., Hamilton (Ontario).

Pub Date 70

Note—10p.; Paper presented at Canadian Guidance and Counseling Association convention, Toronto, Spring, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, Communication Problems, *Family (Sociological Unit), Family Counseling, *Family School Relationship, *Student Teacher Relationship, *Systems Approach, Systems Concepts

The Systems Theory of families conceptualizes not only the interaction between family members but also the interaction between families and other systems, such as schools. This paper has given a brief review of the concepts and some basic techniques. Clinical examples have been used to show the relationship and application to school difficulties. Systems Theory concepts and techniques are of use, therefore, not only for freeing up individual family members for better achievement, but also for correcting similar problem patterns between student and teacher, family and school, or school staff. The concepts beg for application within schools, but this seems not to have been widely attempted. Many reasons are suggested by skeptics within the educational systems; however, this is often part of the educational system's pattern and an attempt to maintain the status quo. Use of the concepts and techniques would allow for understanding and clearing of the educational system pathology. (Author)

ED 058 578 CG 006 785

Peck, Robert F.

How Students Cope with Work Problems in the U. S. and Abroad.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 67

Contract—OEC-5-85-063

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjustment (to Environment), *Cultural Differences, Job Analysis, *Sex Differences, Student Research, *Task Analysis, Task Performance

What styles of action do boys learn to use in tackling work problems? How are these different from what girls do? What particular coping styles are preferred in different cultures? What differences are there between working class and upper-middle class in their dominant coping styles? Such choices of strategies in dealing with tasks are related to school achievement, vocational aspirations, and kinds of satisfactions young people seek in their work. By combining such measures of motivation and behavior style with measures of aptitude, better understanding and better prediction of individual achievement is sought. The study also seeks information about how children are influenced by family experiences in the development of their coping styles. This paper offers preliminary findings from a cross-national study of school children from 8 countries. This work is the basis for an experiment now under way in the Research and Development Center for Teacher Education to test ways of training teachers to improve the coping effectiveness of their pupils. (Author)

ED 058 579 CG 006 786

[Selected Readings for the Professional Working with Drug Related Problems.]

Wisconsin Univ., Madison.

Pub Date [70]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alcoholism, *Bibliographies, *Drug Abuse, Health Education, Literature Reviews, Lysergic Acid Diethylamide, *Narcotics, *Socially Deviant Behavior, Stimulants

A bibliography of selected readings compiled at the University of Wisconsin for the National Drug Education Training Program. These selected readings include information on narcotics, amphetamines, mescaline, psilocybin, hallucinogens, LSD, barbiturates, alcohol, and other stimulants. The intended user of this bibliography is the professional practitioner working with drug related problems. Full bibliographic information is cited, as well as number of pages in each title. (MA)

ED 058 580 CG 006 787

Bown, Oliver H. Richek, Herbert G.

The Mental Health of Commuter College Students: A Partial Test of Kysar's Hypothesis.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date Jul 68

Note—7p.; Reprinted from "Mental Health," V 52 n 3, July 1968

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Students, *Commuting Students, *Emotional Development, Individual Development, *Mental Health, *Self Concept, Student Attitudes

Identifiers—Bown Self Report Inventory

Proceeding from the hypothesis of J. E. Kysar to the effect that college commuter students have poorer "mental health" than their age-mates residing in colleges geographically removed from their homes, the Bown Self-Report Inventory (SRI) scores of 1265 males and 899 females attending the University of Texas at Austin were compared. In the male group, Austin commuters had significantly more negative attitudes toward parents ($P < .05$) than both of the resident-in-college groups, but this was regarded as insufficient evidence for accepting Kysar's more global hypothesis. In the female group, however, the Austin commuters had significantly more negative attitudes toward self than did the resident group from large cities and toward parents than both resident groups ($P < .01$). The female commuters also demonstrated a more generally negative outlook toward all areas of their phenomenal worlds than both groups of residents as evidenced by SRI total score ($P < .01$). Implications and limitations of the results are discussed. (Author)

ED 058 581 CG 006 788

Veldman, Donald J. Menaker, Shirley L.

Computer Applications in Assessment and Counseling.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Pub Date 68

Note—10p.; Journal of School Psychology, v VI, n 3, Spr. 1968

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Science, *Counseling, *Grades (Scholastic), *Information Processing, Literature Reviews, *School Schedules, Therapeutic Environment

Public school counselors and psychologists can expect valuable assistance from computer-based assessment and counseling techniques within a few years, as programs now under development become generally available for the typical computers now used by schools for grade-reporting and class-scheduling. Although routine information-giving and gathering interviews can be computerized with relative efficiency, the future of computer-based therapeutic counseling appears gloomy. Computer programs provide rational information upon rational demand, and can even use rational methods to determine the information needed. When it comes to the irrational, intuitive, and emotional demands of therapeutic interaction, however, the machine is less effective than the human interviewer. Computers have not yet been programmed to reason by analogy, to sense subtle visual and auditory cues to emotion, or to feel empathically in a way that leads to understanding. They probably never will. A variety of current research efforts are reviewed. (Author)

ED 058 582 CG 006 789

Doyle, Charlotte L.

Honesty as a Structurally Necessary Aspect of the Creative Process.

Sarah Lawrence Coll., Bronxville, N.Y.

Pub Date 4 Sep 71

Note—13p.; Paper presented at American Psychological Association convention, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Expression, *Creative Art, *Creative Expression, *Creativity, *Psychological Characteristics

This presentation focuses on honesty as an ingredient in the creative process of artists. Several suggestions resulted from this research: (1) the product of the creative process is about something; it has a referent, and this referent involves the artist's personal vision of world and self; (2) the honesty is not a recitation of factual reality but of an invented reality; (3) since there is a task and a goal, the creative process is a timely process; (4) the creative process is intentional; honesty and truth are basic criteria; (5) the artists see honesty as more central than, for

example, originality and craft; and (6) honesty for the artist involves a sincere commitment to a task, a willingness to face its requirements. (TA)

ED 058 583 CG 006 793

Salomone, Paul R.

The Future Roles and Functions of Rehabilitation Counselors: Projections of Leaders in Rehabilitation. Traditional Professionalism in Rehabilitation Counseling: Successes and Failures.

Syracuse Univ., N.Y.

Pub Date 71

Note—33p.; Papers presented at New York Personnel and Guidance Association conventions, Kiamesha Lake, N. Y., October 25-28, 1970 and 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Certification, *Counselor Attitudes, *Counselor Role, *Professional Recognition, Rehabilitation Counseling, *Role Perception, Status, Unions

The paper on traditional professionalism in rehabilitation counseling discusses why attempts to make it a profession have failed. Rehabilitation counselors are criticized for their failure to reach disadvantaged clients, become leaders of public opinion, struggle for role definition, and work for certification of rehabilitation agencies. It is suggested the 2 national organizations representing rehabilitation counselors, ARCA and NRCA, merge and that the United Rehabilitation Counselors' Association (URCA) encourage state certification, effective employment services, agency evaluation procedures and accreditation of rehabilitation agencies and facilities, and possibly even unionize. The 2nd paper presents and discusses the projections of leaders in rehabilitation counseling concerning the future roles and functions of rehabilitation counselors, and uses these perspectives to make predictions regarding new philosophies in rehabilitation and new priorities for the rehabilitation counselor. A brief glance at rehabilitation's history is presented, together with a concise examination of current issues in rehabilitation counseling including the rehabilitation counselor's role as coordinator, qualifications, accreditation of facilities, and general adequacy of services. (KS)

ED 058 584 CG 006 802

McKenzie, William G.

A Comparative Study of Students' Preference for Compulsory Counseling or Self-Referral (Voluntary) Counseling in Hillcrest High School, Port Arthur Ontario, Canada, Following Two Experimental Years of Self-Referral Counseling (September, 1967 to June, 1969).

John Marshall High School, Rochester, N.Y.

Pub Date 29 Jun 69

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Effectiveness, *Counseling Programs, Guidance Programs, Pupil Personnel Services, *Secondary School Counselors, *Secondary School Students, *Student Attitudes, Student Needs, Student Opinion

The authors report a study, the primary purpose of which was to determine the validity of a 2-year experimental secondary school counseling program during which all referrals were voluntary on the part of students. Data were collected to determine student preferences for a compulsory counseling program versus a voluntary, self-referral program, and to study the reasons for such preferences. In addition, those students who did not make use of the service were asked why. In all, 1,039 students in grades 9-12 completed one of 2 questionnaires. Results show that approximately 7 out of 10 students prefer the Voluntary Program after 2 years of experimental operation. Random samples of comments from students of both persuasions are presented. Student reasons for not seeing a counselor are analyzed and summarized. A number of recommendations based on the positive results are offered. (TL)

ED 058 585 CG 006 804

Gordon, Jesse E. Erfurt, John C.

Placement and After: A Manual for Coaches and Other Employment Workers. Program in Manpower Studies and Jobs-New.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations; Michigan Univ., Ann Arbor. School of Social Work.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date [71]

Note—252p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Employment Counselors, *Employment Problems, *Employment Services, Job Development, *Manpower Development, *Manuals, *Problem Solving

Identifiers—Jobs Now, Program in Manpower Studies

This manual systematizes the techniques and strategies that employment workers used in Jobs Now, the manpower agency which developed the coaching role that has subsequently been adopted throughout the country. It is designed both for those people with a general interest in staff-client relations and techniques and for those concerned with specific problems and problem-solving strategies and in need of a reference source containing specific helpful information. The chapters have been organized according to the major areas of client problems: need of a job or training placement; rejection of a job referral; uncooperative or resistant employer; being fired or laid off; quitting the job; in trouble with the law; and personal problems. Each chapter follows the format of: (1) stating the problem; (2) a listing of major objectives in handling the problem; (3) a discussion of strategies and techniques used to reach the objectives; and (4) a list of resources necessary or useful in carrying out the strategies. (TA)

ED 058 586 CG 006 810

Darley, John G.

Personality Theory as Related to Counseling Psychology.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Pub Date 5 Sep 71

Note—14p.; Paper presented at American Psychological Association convention, Washington, D. C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, *Counselor Role, *Counselor Training, Personality, Personality Studies, *Personality Theories

A review of the literature on personality as compiled by Adelson, Dahlstrom, Fiske and Pearson suggests that personality theory is a "swamp" through which one must tread carefully. The author recommends these cautions: (1) view carefully personality constructs and polarities from one experimenter which are reported with little regard for their predictive power or construct network; (2) remember the meaning of construct, concurrent, and predictive validity; (3) fixed-stage theories of human development may not be as useful in the management of human behavior as trait theories based on extensive reports of a few longitudinal studies in the research literature; and (4) genetic, developmental, and environmental correlates of "personality" are still largely unknowns in the broad reaches of human development, and thus the extent of change to be effected in an individual by counseling must be carefully considered. Finally, the author supports the understanding of: (1) ability and achievement measures as relatively unchanging; (2) situational factors that modulate individual behavior in its totality, i.e., evidence on performance of individuals from minority groups; (3) the few longitudinal studies about a few crucial personality traits; and (4) the relative effectiveness of intervention procedures. (MA)

ED 058 587 CG 006 812

St. Pierre, Susan And Others

Differences in Interaction Patterns of Families with First or Second Grade Sons Rated High or Low in Classroom Adjustment.

Michigan State Univ., East Lansing.

Pub Date May 71

Note—25p.; Paper presented at Midwestern Psychological Association convention, Detroit, Mich., May 6-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Communication Problems, *Experimental Groups, Family Influence, *Family Relationship, *Family School Relationship, *Parent Child Relationship

This study attempts to determine whether families with a son rated by his teacher as either "high" or "low" on classroom adjustment (behavior indicative of social maturity and achievement motivation) could be differentiated on the basis of their communicative patterns. It was questioned if significant differences existed in the amount of positive or negative interaction displayed between or within such family groups. Families were assigned to the High Classroom

Adjustment (HCA) group and Low Classroom Adjustment (LCA) group on the basis of teacher evaluations of self-sufficiency, self-control, achievement motivation, and behavior observations in the school. Interaction sessions were scheduled for each family, with comparisons made between the 2 groups revealing that HCA families displayed more positive and less negative interaction than LCA families. Comparisons between individual family members in the 2 groups were completed also. Results indicate that basic differences do exist between these 2 family groups in their interaction patterns. Dysfunctional communication was characteristic of all members of LCA families. Also, HCA and LCA sons were differentially involved in the family with low-adjustment sons relying on disruptive methods for recognition in the course of family interaction. (MA)

ED 058 588

CG 006 834

Baugh, Douglas S.

"AMEGO": Accountable Management for Effective Guidance Operations (A Model for Organizing the Work of Counselors to Facilitate Accountability. . . .)

Fort Wayne Community Schools, Ind.

Pub Date [71]

Note—28p.; Prepared for the Use of Counselors in the Field

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling Goals, Counseling Services, *Counselor Performance, *Guidance Functions, *Guidance Objectives, *Guidance Programs, Models, *Performance Specifications
A model for an accountable guidance program, this plan presents realistic performance goals for the practicing counselor, for school administrators, for parents, and for teachers. As their contribution to accomplishing the school's goals for its students, the counselors accept several very general responsibilities: (1) to provide every student with prescribed opportunities; (2) to provide every parent with certain pre-determined services; (3) to provide every teacher with certain guidance consultative services; and (4) to provide the administration with accountable feedback. The bulk of the plan, however, is comprised of specific behavioral objectives for all the parties involved—counselors, students, parents, teachers, and administrators. Exemplary forms of the records appropriate to the objectives are also included. (TA)

ED 058 589

CG 006 835

DeLong, Greta

Pre-adolescent Interest Inventory: Part I.

Grand Valley State College, Allendale, Mich.

Educational Studies Inst.

Pub Date Nov 71

Note—81p.

Available from—Educational Studies Institute, Grand Valley State College, Allendale, Mich. 49401

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Elementary Grades, Elementary School Guidance, *Interests, *Interest Tests, School Location, *Sex Differences

This inventory was undertaken to help college students preparing to teach, as well as other concerned persons, to obtain information on the interests of pre-adolescents. It was also designed to compare the interests of pre-adolescents attending inner city, urban, suburban, and rural schools, in order that lessons and other planned activities would be more appropriate and communication between adults and young people facilitated. The inventory consisted of 83 statements related to the popularly hypothesized interests of pre-adolescents and provided for sorting answers by sex, age, and type of school attended, i.e., rural, urban, suburban, inner city. Its major characteristics were: (1) items were non-threatening psychologically; (2) responses didn't require either reading or writing ability; (3) individuals remained anonymous; (4) testing time was 20 minutes, to individuals or groups; (5) responses were machine scored; and (6) some activities were school-related, and some were not; some were future-oriented. (TA)

ED 058 590

CG 006 836

Dockstader, Steven L.

The Effects of Partial Reinforcement in the Acquisition and Extinction of Recurrent Serial Patterns.

Denver Univ., Colo.

Pub Date May 71

Note—24p.; Paper presented at Rocky Mountain Psychological Association convention, Denver, Colo., May 12-15, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discrimination Learning, *Experimental Psychology, *Extinction (Psychology), Feedback, *Learning, Reinforcement, *Sequential Learning

The purpose of these 2 experiments was to determine whether sequential response pattern behavior is affected by partial reinforcement in the same way as other behavior systems. The first experiment investigated the partial reinforcement extinction effects (PREE) in a sequential concept learning task where subjects were required to learn a recurrent binary sequence up to a criterion and then were shifted to an extinction phase. The 2nd experiment was conducted to replicate the essential findings of the first study. Several conclusions are drawn from the results: (1) response perseverence in sequential learning tasks may be due to the proactive effects of the informative feedback, not necessarily to the consequences of the event; (2) a PREE in sequential learning tasks results from the proactive effects when discriminative cues for forthcoming, positive feedback are established; and (3) extinction in these more complex learning tasks may not be related to loss of habit strength, but rather to the mere abandonment of one strategy in search of another. (TA)

ED 058 591

CG 006 837

Donaldson, Evelyn T. Comp. And Others

Handbook of Instructions for Conducting Follow-Up Studies of High School Graduates. Book I.

Palo Alto Unified School District, Calif.; Sequoia Union High School District, Redwood City, Calif.

Pub Date [71]

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Services, Educational Opportunities, *Followup Studies, *High School Graduates, Longitudinal Studies, *Manuals, *Post Secondary Education, School Environment

This handbook is designed to enable high schools to conduct follow-up studies on their graduates for 5 years after graduation. The information gathered should give schools pertinent data about: (1) post high school activities of graduates; (2) reactions of graduates to counseling and guidance opportunities; (3) reactions of graduates to educational opportunities following high school graduation; and (4) reactions of graduates to the entire school community and its influence on them while in high school and after leaving. Also, the gathered information should help teachers, counselors, and administrators to identify needed innovations and modifications in the curriculum and guidance services. Sections of the handbook include: (1) objectives and organization of the follow-up study; (2) methodology; (3) analysis of results; (4) questionnaires to be used; (5) sample letters to graduates; and (6) coding instructions for the questionnaires. (TA)

ED 058 592

CG 006 838

Dragan, J. W.

Counselor Certification - Panacea or Placebo?

Manitoba Dept. of Youth and Education, Winnipeg.

Pub Date 71

Note—29p.; Paper presented at Canadian Guidance and Counseling Association convention, Toronto, May 30 - June 2, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling Instructional Programs, *Counseling Programs, *Counselor Certification, *Counselor Evaluation, *Counselor Performance, Counselor Training Standards

An 8 month study of the certification practices and procedures for school counsellors throughout Canada and the U. S. has led this investigator to the conclusion that present certification procedures are largely limiting, unimaginative, academically-oriented, bound by fixed course hours—and are set too low. Methods for certification vary from what might be referred to as: (1) the minimum standards route; (2) the skill areas approach; (3) the approved program method; and (4) a performance-based demonstration of competence. Regardless of the method used, problems abound, e.g., most certification requirements guarantee exposure to courses—not competence. Additional problems are noted in the

areas of grandfather clauses, the teaching requirement, reciprocity between states, enforcement policies, non-differentiated certificates, accountability of training institutions, provisional certificates, norm writing, and many more. The question of "Who should administer a certification system?" is also examined, as are likely trends in the certification of counsellors. (Author)

ED 058 593

CG 006 839

Eylon, Yizhar

Warmth, Competence, and Identification.

Pub Date Jun 71

Note—20p.; Paper presented at Canadian Psychological Association Convention, Newfoundland, June 3-5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, *Association (Psychological), *Behavioral Science Research, *Identification (Psychological), *Role Perception, Role Theory, *Self Concept

Sixty young males enrolled in an introductory course in psychology rated themselves on a series of 7-step, bipolar, adjectival scales. Afterwards they observed a young man perform a simple mechanical task, performed the same task and then rated the young man and themselves again. It was found that when the subjects perceived the young man as personally warm, they projected onto him attributes, which, they believed, characterized them. When the young man was perceived as warm and/or competent in the mechanical task, the subjects viewed themselves as more similar to him than in the absence of these perceptions. The results were interpreted as supporting Kagan's theory of identification. (Author)

ED 058 594

CG 006 840

Feldman, Ronald A.

Normative Integration, Alienation, and Conformity in Adolescent Groups.

Washington Univ., St. Louis, Mo. George Warten

Brown School of Social Work.

Pub Date [70]

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescence, Age Differences, *Conformity, *Group Norms, *Peer Groups, Role Conflict, Sex Differences, Social Values, *Student Alienation

Data from 61 children's groups indicate that early adolescent (modal age 10 years) and late adolescent (modal age 13 years) children's groups are characterized by high levels of normative integration, or norm consensus. In contrast, groups passing through middle adolescence (modal age 11-14 years) are characterized by significantly lower levels of normative integration. The findings are discussed with reference to current formulations concerning adolescent role discontinuities, alienation, and contra-cultures. Group normative integration is not differentially associated with group size or social class but is significantly related to variations in age, sex, camp environment, and conformity to perceived peer group expectations ($r = .87$). (Author)

ED 058 595

CG 006 841

Fiedler, Fred E.

On the Death and Resurrection of Leadership Training.

Washington Univ., Seattle.

Pub Date 3 Sep 71

Note—30p.; Paper presented at American Psychological Association convention, Washington, D. C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Relations, *Human Relations, *Job Satisfaction, Leadership, *Leadership Training, *Management Education, Motivation, Organizational Climate, *Performance Factors, Power Structure, Task Analysis

Empirical research shows that neither leadership training nor experience increases organizational performance. These disappointing results can be explained by the Contingency Model. This theory postulates that task motivated low esteem for the Least Preferred Coworker (LPC) leaders perform best in very favorable and unfavorable situations while relationship-motivated (high LPC) leaders perform best in situations of intermediate favorableness. It has been assumed that training in the job's technical aspects and in handling interpersonal relations will make a leader more effective. In contrast, the Contingency

Model holds that we must see training as improving the favorableness of the leadership situation. Therefore, in very favorable and unfavorable situations, training and experience will improve the performance of low LPC leaders but decrease performance of high LPC leaders. In intermediate situations training should increase the performance of high LPC leaders but decrease that of low LPC leaders. This hypothesis is supported by data from previous studies as well as 2 recent studies which specifically tested this hypothesis. (Author)

ED 058 596 CG 006 842

Marrett, Cora Bagley Walker, Lewis
Nonparticipation in the Labor Force: Black-White Comparisons.

Western Michigan Univ., Kalamazoo.

Pub Date 71

Note—18p.; Paper presented at American Sociological Association convention, Denver, Colo., August 30 - September 2, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Employment Opportunities, *Job Applicants, *Labor Force, Negroes, Physical Health, *Race, *Unemployment

More speculation than information exists on the reasons large segments of the population are outside the labor force, i.e., neither working nor looking for work. One argument set forth is that many blacks are not labor force participants because they have given up the search; they do not believe jobs are available. The result is "hidden unemployment," or unemployment which studies focusing on the civilian labor force do not consider. The speculations persist because of the absence of national data on labor force nonparticipants. The Bureau of Labor Statistics has recently published the kind of data which could replace guesswork with fact. Using those data, the authors have analyzed the problem of hidden unemployment. They compare the reasons for nonparticipation as these vary by race. The results suggest that the explanations for nonparticipation are not greatly different for blacks and whites. (Author)

ED 058 597 CG 006 843

Mauss, Armand L. Winston, William
Middle Class Youth and Proclivities for Violence.

Washington State Univ., Pullman.

Pub Date [71]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Age, *Aggression, *Attitudes, Delinquency, *High School Students, Middle Class Values, Questionnaires, Religion, Sex Differences, *Social Factors, Socioeconomic Status, *Violence

Answers from questionnaires administered to middle-class freshman and junior students in 4 different rural and suburban high schools were used to assess predisposition to violence. The findings indicated a modest inverse relation between violence proclivity and age, with a sharp difference between boys and girls, reflecting our cultural norms. Though violence-proneness showed no variation by social class, it proved strongly inversely related to school success. There was a clear indication of an association between conservative Christian orthodoxy and violence-proneness; however, people with no formal religious identification also proved violence-prone. One's perception of peer group norms also shows a strong relation to violence proclivity. The presence of a gratification-deferral syndrome, which includes aggression deferral, reduces violent proclivities. The strong relation to sex and school success, as well as to reference group norms and middle-class value commitments like gratification deferral, is strongly reminiscent of what the literature shows to be the chief determinants of juvenile delinquency. The assertion that Americans are a violent people is discussed. (KS)

ED 058 598 CG 006 845

Mick, Adam, Jr.
Macomb County Community College Drop-In Counseling Center: Proposal.

Macomb County Community Coll., Warren, Mich.

Pub Date 1 May 71

Note—23p.; Paper presented at Michigan Personnel and Guidance Association convention, Traverse City, Mich., October 29-30, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health Services, *Community Service Programs, *Counseling Centers, Crisis Therapy, *Drug Abuse, Narcotics, Socially Deviant Behavior, *Student Participation

This proposal introduces the concept of a student-operated, drop-in counseling center to serve the drug dependent young adult population (ages 18-30) on a community college campus and in the surrounding county. The center is designed to provide counseling as well as opportunities for alternative activities to drug dependency in a therapeutic environment designed to encourage self-awareness, confidence in one's self worth, and a life style that is both responsive to and responsible within society today. Goals include: (1) providing opportunities for developing alternatives to self defeating behaviors related to drug and narcotics abuse; (2) providing crisis intervention services for problems related to drug abuse; (3) providing referral for those seeking a service not offered; (4) providing consultation and education related to the drug abuse problem in the community; (5) developing an administrative structure capable of accomplishing these goals; and (6) assessing the effectiveness of the center in fulfilling these goals. An extensive list of policies and of the responsibilities accorded to each job is given. (TA)

ED 058 599 CG 006 846

Newman, Barbara M. And Others

Interpersonal Behavior and Preferences for Exploration in Adolescent Boys: A Small Group Study. The Interaction between Personal Preferences and the High School Environment: Prediction and Description from Tenth Grade Students' Self Reports. The Social Environments of Two Suburban High Schools: Some Background Data.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date 7 Sep 71

Note—69p.; Paper presented at American Psychological Association Annual Convention (79th, Washington, D. C., September 3-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, High School Students, Individual Differences, *Interpersonal Competence, *Longitudinal Studies, Males, Peer Relationship, *School Environment, *Social Environment, Social Relations, *Suburban Schools

These 3 studies investigated ways that high school boys vary in adaptation to different high school environments. The population was drawn from 2 all white, suburban-to-Detroit high schools with similarly sized enrollments and faculties, academic programs, structure of staff salaries, and demographic characteristics. One paper presents background data on the social environments of the 2 schools. Another compares, in a social situation not highly school related, the interpersonal styles of boys who differ in exploration preferences; considers the characteristics of social interaction for 10th grade boys; and attempts to capture the climate of the 2 schools as reflected in the atmosphere of the discussion groups. The 3rd paper presents the results of a self report study of 10th grade boys in a framework of person-environment interactions. The hypothesis here was that behavior, in this case perceptions, is the joint outcome of personal and environmental factors. This hypothesis was not supported by analyses of the variables reported here. (TA)

ED 058 600 CG 006 847

Newman, Philip R.

Persons and Settings: A Comparative Analysis of the Quality and Range of Social Interaction in Two Suburban High Schools.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Pub Date 7 Sep 71

Note—16p.; Paper presented at American Psychological Association Annual Convention (79th, Washington, D. C., September 3-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *High School Students, Interpersonal Relationship, *Longitudinal Studies, *Males, *School Environment, *Social Environment, Social Relations, Suburban Schools

This study has attempted to assess the social environments at 2 suburban high schools, to highlight differences between the schools and to link these differences to varying patterns of student socialization. The premise here is that the social settings which an individual confronts on a day-to-day basis serve as an important determinant of the patterns of his psychological growth and development, adaptation or maladaptation. Results include: (1) a greater amount of interaction and in more settings between students and school adults at one school; (2) no difference in the amount of interaction between students and other students at the 2 schools; (3) students at the same one school perceived more personal interest from school adults than did students at the other school; (4) this school encouraged more active student involvement; norms were perceived as being clearer and consequences for norm violation as harsher, here; (5) students, here, indicated a greater preference for work-related activities; and (6) students at the other school indicated a greater preference for the company of their peers than students at the one school. (TA)

ED 058 601 CG 006 848

O'Kane, James M.

Ethnic Minorities and Dominant Elites in American Life.

Drew Univ., Madison, N.J.

Pub Date Aug 71

Note—19p.; Paper presented at American Sociological Association convention, Denver, Colo., August 30 - September 2, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ethnic Groups, Ethnic Status, Groups, *Minority Groups, *Social Attitudes, Social Change, *Social Class, Socially Disadvantaged, *Social Mobility, Social Problems, Status

Historically, the ethnic minorities in American life have utilized 3 major routes of upward social mobility. These are unskilled labor, ethnic crime and ethnic politics. These modes of mobility are viewed as adjustment mechanisms to the forced and sometimes violent exclusions of the respective ethnic minority from the conventional American mainstream. The dominant elites viewed these ethnic newcomers with scorn and suspicion and the overall stance of the elites was one of "militant defensiveness" wherein every attempt was made to guard their cherished Anglo-American social and political institutions. Consequently the routes of labor, crime and politics created situations whereby each group "made it" into the dominant society on its terms rather than on the terms of the dominant elites. This analysis seeks to explore these observations in relation to contemporary ethnic minorities, particularly blacks and Puerto Ricans. The impact of racial factors is minimized and considered secondary to the dominant impact of class factors. The plight of contemporary ethnic minorities is thus seen in ethnic and class terms, rather than in racial terms. (Author)

ED 058 602 CG 006 851

Schneider, Frank W. And Others

When Do People Lend-a-Helping-Hand?

Windsor Univ. (Ontario).

Pub Date Jun 71

Note—14p.; Paper presented at Canadian Psychological Association convention, St. John's, Newfoundland, June 3-5, 1971

Available from—Frank W. Schneider, Dept. of Psychology, Univ. of Windsor, Windsor, Ontario, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Constructed Response, Emotional Response, *Helping Relationship, Needs, Overt Response, Patterned Responses, *Personal Values, *Response Mode, *Stimulus Behavior

This study compared the help-eliciting capacity of 4 helping conditions. Within each condition a male confederate dropped in the path of an oncoming pedestrian either 5 books, 5 coins, a glove (unwittingly), or a book (while the confederate was on crutches). The percentage of subjects helping ranged from 3 to 100, depending on the condition. The results were interpreted as supporting the proposition that the probability that a person will offer assistance to a stranger in need of help approaches certainty under conditions of low costs and high dependency and high personal responsibility. In addition, there was no evidence of sex differences in help-giving; however, there was some evidence that children are more likely to help than adults. (Author)

ED 058 603 24 CG 006 992

Hale, Gordon A.

Selective Attention in Four-, Eight-, and Twelve-Year-Old Children. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0443

Pub Date Dec 71

Grant—OEG-2-9-400443-1060(010)

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Attention, Attention Span, *Behavioral Science Research, *Children, Elementary School Students, *Learning, Preschool Children, *Stimulus Behavior

Recent theoretical analyses have implied that there may be age differences in children's tendency to exercise component selection, i.e., to attend selectively to a single component of stimulus objects in a learning situation. In the present study, 6 experiments were conducted, each designed to investigate developmental changes in component selection across ages 4, 8, and 12. In the first of 2 principal experiments, children's tendency to exercise component selection was found to decrease from ages 4 to 8, and this result contrasted with a lack of change over this age range in children's incidental learning. These results suggest that, by age 8, children tend to utilize redundant stimulus information when it is a useful aid for learning as in a component selection task, but are also able to ignore such information when it is nonfunctional or "incidental." The second of the 2 major experiments examined component selection at varying levels of training. As the children learned the task, they were found to maintain attention to secondary stimulus information as well as to the more salient component of the stimuli; thus, the children's attention did not appear to become more selective as learning proceeded to criterion. Also, overtraining did not generally tend to "broaden" attention as expected. (Author/TA)

ED 058 604 24 CG 006 993

Sims, Dennis Constance

Self-Image and Social Change towards an Integrated Theory of Cybernetic Behavior.

Stanford Univ., Calif. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—ERUT-9

Bureau No—BR-6-2597

Pub Date 71

Contract—OEC-4-7-062597-1654

Note—195p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cultural Factors, Individual Development, Motivation, *Personality Development, *Political Influences, *Psychological Studies, Relationship, *Self Actualization, Self Concept, Social Change, Social Development, Social Environment, Social Psychology

The core notion of this monograph is that processes of social change and adaptation can be best understood through the integration of "macro" concepts of social processes and development with a systematic statement of the basic "micro" processes at the individual psychological level. The monograph demonstrates that a body of useful knowledge and theory does exist for the level of individual development and adaptation. From the field of psychoanalytic theory, ego psychology and social psychology are drawn sets of interrelated propositions. These propositions systematically interrelate micro with macro concepts of development and change by means of a model developed expressly for that purpose. The approach outlines crucial variables in the nature of self-organization, conceptualizing the relationship between self and environment in a framework different from that usually adopted in the literature. At a minimum, then, the monograph extensively explores the micro level of change as it is known in ego psychology and proposes alterations in micro level concepts. (Author/TA)

ED 058 605 CG 007 024

Blanchfield, W. C.

College Dropout Identification, a Case Study.

Utica Coll., N.Y.

Pub Date [71]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *College Students, *Discriminant Analysis, Dropout Identification, *Financial Support, Potential Dropouts, Social Attitudes, Student Loan Programs

Identifiers—MDA, Multiple Discriminant Analysis, SCS, Social Consciousness Score

This article presents a summary of some research on a statistical approach to identifying potentially successful and dropout students in a college population. The technique utilized is Multiple Discriminant Analysis (MDA). MDA eliminates the shortcomings of regression-correlation and uses only quantifiable information. The 2 variables that proved significant in the 3 tests were (1) the Social Consciousness Score test (administered by the Educational Testing Service) and (2) the percentage of college costs financed by grants. It was shown that successful students have a greater concern for social issues which is reflected in their greater persistence in college; also that successful students have a higher percentage of grants than unsuccessful students. High School Rank proved significant, while High School Average did not. Conclusions include that (1) MDA has application (69-8790 successful in study) for the college population as a whole; (2) loans are not necessarily the most effective way to finance higher education; and (3) the entire area of useful indicators of college student success should be reevaluated. (TA)

ED 058 606 24 CG 007 025

Wolf, Montrose M. And Others

Reinforcement: Applied Research. Applying Applied Reinforcement.

Kansas Univ., Lawrence.; Pittsburgh Univ., Pa.

Report No—LRDC-1971-25

Bureau No—BR-5-0253

Pub Date 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Experimental Psychology, *Research Methodology, Social Influences, Social Organizations, *Social Psychology, *Social Reinforcement

These 2 papers examine the application of reinforcement principles in natural social settings. The first paper concentrates on the methodology of applied research, using an experimental as opposed to an observational strategy. That is, the experimenter intervenes with special "treatments" in a real-life social institution, much as he would in a laboratory experiment, and the behaviors studied are typically of real social concern. The 2nd paper considers a number of specific questions raised by the attempt to apply reinforcement principles in educational and therapeutic settings and suggests some lines of further research. Several concerns are: (1) the question of whether and how behavior can be maintained after special programs of reinforcement are terminated; (2) extensive, systematic study of the relationship between "programmed" and "natural" rewards is badly needed before reinforcement principles can be widely and well used in applied settings; and (3) developing effective training and maintenance programs for reinforcement agents. (Author/TA)

EA

ED 058 607

EA 003 885

Mansergh, Gerald G., Ed.

Dynamics of Management by Objectives for School Administrators. A System of Participative Management Whereby Management Personnel in an Organization Identify Major Areas of Responsibility, Set Standards for Performance, and Measure the Results Against Those Standards.

Metropolitan Detroit Bureau of School Studies, Inc., Mich.

Report No—Special Mongr-3

Pub Date 71

Note—28p.

Available from—The Interstate Printers & Publishers, Inc., Danville, Illinois 61832 (Order No. 1413, \$1.50)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Administrative Principles, Administrator Responsibility, Educational Administration, Evaluation, *Leader Participation, Leadership, Leadership Responsibility, *Management, Management

Systems, *Objectives, Organization, *Performance Criteria, School Administration, Systems Approach

Management by objectives, a systems approach to managerial leadership, can be of substantial benefit to organizations because it helps solve key problems in organizational administration. As a system, it (1) defines what is expected by specifying objectives, (2) elicits teamwork by identifying common goals, (3) programs work by setting terminal dates for tasks, (4) recognizes progress by measuring accomplishments, (5) administers salaries by measuring merit and performance, and (6) assesses promotability by identifying leadership potential and performance. A related document is EA 003 999. (Author/RA)

ED 058 608 EA 003 891

Croft, John C.

Organization Development and the Planning Interface.

Pub Date [71]

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, Administrator Role, Case Studies, *Communication Problems, Educational Accountability, Information Systems, Management Development, Objectives, *Organization, *Organizational Change, *Planning, Problem Solving, Program Budgeting

Organizational development and planning, two methods currently employed to improve organizations, have a mutual objective—organization improvement through systematic goal attainment. Organizational development strives to improve administrator behavior to facilitate interpersonal communication between those individuals responsible for the planning activities. Such administrator behavior facilitates a working relationship between those in decisionmaking positions, and maintains a communication process that correctly and efficiently transfers decisions from decision-makers to decision implementers. (RA)

ED 058 609 EA 003 907

Tracz, G. S. O'Mahony, J. T.

Empirical Transition Matrices. Educational Planning Occasional Papers No. 6/71.

Ontario Inst. for Studies in Education, Toronto.

Dept. of Educational Planning.

Pub Date Jun 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Bases, *Educational Planning, Employment, Information Systems, *Mathematical Models, School Demography, Student Enrollment, *Student Records, Technology, *Transformations (Mathematics)

Identifiers—Canada, Empirical Transition Matrices

This monograph is concerned with the uses to which an individualized student information system could be put for obtaining valuable insights into the progress of a variety of students through the educational system. In chapter 1, the concepts and terminology required for an understanding of transition matrices are introduced, and a mathematical derivation of the basic flow equations and their matrix formulations is provided. Chapter 2 contains a numerical example of the applications of empirical transition matrix methods to the flows within two Ontario colleges of applied arts and technology, and chapter 3 discusses the benefits, limitations, and possible extensions of the method. (Author/RA)

ED 058 610 EA 003 909

Cook, Desmond L.

A Conceptual Framework for the Study of Project Management in Education. Final Report.

Ohio State Univ., Columbus. Educational Research Management Center.

Pub Date Oct 71

Note—32p.; Paper presented at Project Management Institute Annual Seminar/Symposium (3rd, Houston, Texas, October 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Educational Research, Evaluation, *Management, Management Systems, *Models, *Program Administration, Program Development, Program Evaluation

This paper presents the results of research conducted to develop a model or a conceptual framework for the study of project management in the field of educational research and develop-

ment. The basic framework incorporates two dimensions; (1) the project and (2) its environment. Four project components; task, temporary management system, project manager, and project success/criteria -- are identified. The environment component is comprised of the influences on the project originating from the parent organization, the customer and the market, and the general cultural conditions surrounding the project (economic, social, political, and technological). (Author)

ED 058 611 EA 003 911
Conant, Eaton H.

A Cost-Effectiveness Study of Employing Non-Professional Teaching Aides in the Public Schools.

Oregon School Study Council, Eugene.

Pub Date Nov 71

Note—24p.; Research Development Service Bulletin, v15 n3

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97401 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Cost Effectiveness, Costs, *Differentiated Staffs, *Educational Improvement, Elementary Schools, Elementary School Teachers, *Expenditure Per Student, Instructional Staff, Paraprofessional School Personnel, *Teacher Aides

This study on the use of nonprofessionals, or teacher aides, in elementary schools reveals some significant findings on (1) division of workload in the classrooms, (2) labor costs, and (3) pupil achievement gains, specifically among disadvantaged children, when a program employing nonprofessional personnel complements the conventional teaching arrangement. The appendix includes a copy of Oregon Rules and Guidelines for Teacher-Aide Training, Function, and Assignment. (Author)

ED 058 612 EA 003 912

Levine, R. A. Williams, A. P., Jr.
Making Evaluation Effective: A Guide.
Carnegie-Mellon Univ., Pittsburgh, Pa.; Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—R-788-HEW-CMU

Pub Date May 71

Note—48p.

Available from—Communications Department, Rand, 1700 Main Street, Santa Monica, California 90406 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Educational Planning, *Evaluation, Evaluation Criteria, *Evaluation Methods, Evaluation Needs, *Evaluation Techniques, Federal Programs, Government Role, Guidelines

This manual was prepared to aid in building an effective evaluation structure for government programs and projects throughout the HEW agencies. It is intended to assist evaluators in the development of a strategy -- when to evaluate, who should evaluate, and how to supervise the evaluation; how to allocate resources among different types of evaluation; and how to assess evaluation. The presentation avoids questions of methodology and concentrates on the decision-making context for evaluation. Suggested documentation includes an annual evaluation plan and statement of strategic objectives to be prepared by each evaluation office, a statement of the rationale of each evaluation to be prepared by the initiating office, and a critical program summary to be prepared by the chief evaluation officers. (Author)

ED 058 613 EA 003 914

Fox, Lynn H. Hurd, Gordon E.
Finances of Large-City School Systems. A Comparative Analysis.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-72-29

Pub Date 71

Note—91p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE-5.222:22028, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Average Daily Attendance, *Educational Finance, *Educational Planning, Element-

ary Schools, Equalization Aid, Expenditure Per Student, Government Publications, Property Appraisal, *School Statistics, Secondary Schools, *Statistical Analysis, Tax Effort, Tax Rates, *Urban Schools

This study examines the financial status of 87 large city school systems to discover if (1) each system receives funds from the State in proportion to its number of pupils in average daily attendance, and (2) each system receives funds from the State in accordance with its relative need and ability to support schools. Data compiled from 1967-68 local school system surveys provide a means of comparison between each city school system and the average for all school systems in the State where each is located. The data and the analytical tabulations used for these comparisons are shown in accompanying tables. (Tables on pages 42-49 may reproduce poorly.) (Author)

ED 058 614 EA 003 915

Kahn, Gerald
Statistics of Local Public School Systems 1968-69.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-72-12

Pub Date Jun 71

Note—226p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-0834, \$1.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Capital Outlay (for Fixed Assets), Costs, *Educational Finance, Expenditure Per Student, *Expenditures, *Federal Aid, *Financial Support, Grants, School District Spending, School Size, School Taxes, *State Aid

This report presents educational data from a representative sample of United States public school systems. The present report contains national estimates for several classifications of school systems as well as basic data tables giving quantitative financial data. Data were obtained from a survey of local public school systems designed to include all school systems with enrollments of 10,000 or more and a stratified sample (by enrollment size) of the systems with fewer than 10,000 pupils. The primary purpose is to provide quantitative information comparable from school system to school system with summary and trend data analyses. The following subjects are covered: total money being spent in school systems, variance in per-pupil expenditures among different types of school systems, sources of school system funds, variations in receipt patterns among systems, and proportion of federal funds received in different types of systems. Appendixes include sample design and selection, definitions and limitations of the data, and a reproduction of the survey report form. A related document is ED 043 960. (Author/MLF)

ED 058 615 80 EA 003 917

Harris, Yeuell Y. Seibert, Ivan N.
The State Education Agency. A Handbook of Standard Terminology and a Guide for Recording and Reporting Information About State Education Agencies. State Educational Records and Reports Series: Handbook VII.

Kentucky State Dept. of Education, Frankfort.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—OE-23054

Pub Date [71]

Note—180p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-0822, \$1.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Consultants, Educational Planning, Equipment, *Guides, Information Processing, Management, Personnel Data, *State Agencies, *State Departments of Education, *Vocabulary Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This handbook is one of a series to facilitate and improve the collection, maintenance, and reporting of educational information. As a guide for recording and reporting information about State education agencies, this handbook defines and provides classifications of terms concerned with State education authorities, their personnel, and their property; and State education departments, their functions, personnel, property, and financial operations. Standard nomenclature is used so that

more easily comparable data may be obtained. The guide will assist State agencies to communicate more clearly and effectively with their publics, their legislative bodies, and their educational organizations. (Author)

ED 058 616 EA 003 918

Saxe, Richard W. And Others
Training Guides for Teacher Corps Team Leaders.

Toledo Univ., Ohio.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Teachers Corps.

Pub Date 30 Oct 71

Grant—OEG-0-70-2272(715)

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Change Agents, *Educational Programs, Group Dynamics, *Guides, Management Education, Manuals, Role Perception, Teacher Interns, *Team Leader (Teaching), Team Training, Training Objectives, *Training Techniques

Identifiers—*Teacher Corps

These guides are process and product of a continuing effort to design a training program for Teacher Corps team leaders. As a process, they represent one phase in the delineation of a training program. As a product, they are drawn from observations of team leaders in action in 10 cities, a survey of all Teacher Corps leaders and directors, and the collected position papers of persons expert at one or another of the necessary competencies. These guides can be used by directors of individual Teacher Corps projects, along with other study products, as resources in their training programs. The format centers around (1) competencies needed by a team leader, (2) objectives for a training program to create identified competencies, (3) interim objectives related to the general competency objectives, (4) specific behaviors, (5) materials that could be utilized, and (6) recommendations concerning the time limits for the mastering of each interim objective. (Author)

ED 058 617 80 EA 003 920

Milstein, Mike M.
State Education Agency Planning and Federally Funded Programs: Perceptions of Selected Groups. Report of a Special Study.

Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 71

Note—36p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Aid, Federal Programs, *Federal State Relationship, Intergovernmental Planning, *Planning, Program Administration, State Agencies, *State Departments of Education, State Federal Aid, *Statewide Planning, Surveys

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This document presents the results of a survey of selected groups concerning (1) the influence of federally funded programs on planning and planning related activities of State education agencies, and (2) the reactions of State education agencies to their responsibilities relative to federally funded programs. Responses indicated that federally funded education programs have often caused major changes in educational governing structures with consequent disruptions of planning activities. The authors conclude that planning performance in State education agencies could be improved by improving relations and communications with the Federal Government and by pursuing planning at the highest organizational levels in the agencies. (RA)

ED 058 618 80 EA 003 921

Holmes, George W., III Seawell, William H.

Administration by Objectives: A Systematic Approach to Educational Planning in Virginia. Report of a Study.

Improving State Leadership in Education, Denver, Colo.; Virginia State Dept. of Education, Richmond.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 71

Note—28p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203; or Virginia Dept. of Educ., Richmond, Virginia 23216 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Administrative Principles, *Educational Administration, Educational Improvement, *Educational Planning, Evaluation, Management Systems, *Objectives, Organization, Performance Criteria, *Planning, Systems Approach

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Virginia

This report presents (1) details of a program for educational administration by objectives and (2) the results of such a program developed by the Virginia State Department of Education to upgrade the quality of education in the public schools of that State. Administration by objectives is a systematic approach to education planning using step-by-step techniques to assist local school systems identify and solve educational problems. Related documents are EA 003 885 and EA 003 999. (Author/RA)

ED 058 619 80 EA 003 922

Grasberger, Friedrich J.

A County Income Tax for Education? A Report Prepared for the Monroe County Educational Planning Committee.

Rochester Center for Governmental and Community Research, Inc., N.Y.

Spons Agency—Davenport-Hatch Foundation, Inc., Rochester, N.Y.; New York State Education Dept., Albany.

Pub Date Oct 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Problems, *Educational Finance, Fiscal Capacity, *Public Education, School Taxes, Tax Allocation, *Tax Effort, Tax Rates, *Tax Support

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

There exists a clearly and amply documented need for an alternative to the property tax as a means of supporting public education, and many fiscal experts have expressed themselves in favor of the municipal income tax as a recourse. This analysis attempts to demonstrate that since additional revenues are needed for local governments and an inequitable and destructive revenue system is urgently in need of reform, the optimum solution to the property tax dilemma may be the municipal income tax. Following an introductory discussion of the concept of taxation equity in terms of the "benefit received" and "ability to pay" principles, the discussion explores the relevance of these principles to the financing of public education. A summary description of the municipal income tax recounts its history, describes its characteristics, and discusses its probable future. A list of findings and recommendations resulting from analysis of existing local income taxes, review of relevant literature, and consideration of the community needs and characteristics is provided. (Author)

ED 058 620 24 EA 003 925

Piele, Philip K.

Educational Specifications. Educational Facilities Review Series Number 1.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Dec 71

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Elements, *Educational Facilities, Educational Objectives, *Educational Specifications, Elementary Schools, *Facility Guidelines, *Literature Reviews, Maintenance, School Architecture, School Design, Secondary Schools

This document reviews the literature on general specifications for elementary and secondary schools. Most of the reviewed reports recommend a sequence of activities for developing school facilities that includes: (1) formulation of educational objectives, (2) school plant survey, (3) architectural involvement and planning, (4) program implementation, and (5) maintenance. Topics covered include the philosophical perspective

required of facilities planners, individual-environment interaction, physical systems for heating and lighting, and new technological developments. (Author)

ED 058 621 24 EA 003 926

Piele, Philip K.

Use of Computers in Planning Higher Educational Facilities. Educational Facilities Review Series Number 2.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Jan 72

Contract—OEC-0-8-080353-3514

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Campus Planning, *Computer Oriented Programs, Computer Programs, Computers, *Educational Facilities, Facility Guidelines, Facility Requirements, *Higher Education, *Literature Reviews, Management, Planning, Simulation, Social Values

Computers are being used with increasing frequency to plan campus design and evaluate the effectiveness of existing facilities. This review surveys documents, previously announced in RIE, that are concerned with the development, application, and evaluation of computer programs and simulation models designed to relate space and enrollment needs to less tangible aesthetic and social requirements. (Author)

ED 058 622 24 EA 003 927

Piele, Philip K.

Planning-Programming-Budgeting Systems. Educational Management Review Series Number 2.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Jan 72

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Educational Administration, *Educational Planning, *Literature Reviews, Management, Management Systems, Models, Planning, Program Budgeting, Programming, *Systems Approach

Identifiers—*Planning Programming Budgeting Systems, PPBS

This review surveys documents, previously announced in RIE, that are concerned with the (1) development of planning-programming-budgeting systems (PPBS) for educational planning, (2) models of PPBS implementation, (3) specific applications suitable for libraries, and (4) bibliographies available on the topic. PPBS decisionmaking models enable school administrators to identify objectives, delineate programs in order to achieve objectives, analyze alternatives, allocate resources over a period of time, and calculate costs and program effectiveness. (Author)

ED 058 623 24 EA 003 928

Piele, Philip K.

Building Maintenance. Educational Facilities Review Series Number 3.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Jan 72

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Problems, Costs, Custodian Training, *Educational Facilities, Equipment Maintenance, Flooring, Heating, Lighting, *Literature Reviews, Recreational Facilities, Sanitation, School Buildings, *School Maintenance, Technological Advancement

Sophisticated heating, electrical sanitation, and recreational systems require more time and concern from school administrators than did their simpler counterparts in the past. The complicated training and workload scheduling of persons charged with actual maintenance operations also require more attention. During the past decade, a

body of literature has grown to aid the bewildered administrator in confronting maintenance problems. The 19 documents examined in this review offer techniques for managing and maintaining a clean, safe, and pleasant school building. (Author)

ED 058 624 EA 003 929

Rodman, Peter W.

Development Administration: Obstacles, Theories and Implications for Planning. IIEP Occasional Papers No. 2.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date Dec 68

Note—57p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$4.00 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Problems, *Developing Nations, Development, Educational Planning, *Management Development, Manpower Needs, *Models, Organization, *Planning, Political Issues, Social Values

In developing countries, public administration is hampered by a number of obstacles foreign to large industrialized nations. Some of these obstacles are shortages of tools and skilled personnel, outmoded organizational structures, political competition, and cultural and attitudinal barriers. The administrative obstacles and their interrelationships are more effectively illuminated by a functional model than by a Weberian bureaucracy model of administration. However, the functional model implies that public administration can develop only as much as the country it serves. A related document is EA 003 930. (RA)

ED 058 625 EA 003 930

El-Ghannam, Mohamed A.

Politics in Educational Planning. IIEP Occasional Papers No. 19.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date May 70

Note—64p.; Paper prepared as part of IIEP 1969-70 Expert Fellows' Programme

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$4.00 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Educational Administration, *Educational Planning, *Management Development, Planning, *Political Influences, *Political Issues, *Politics, Public Policy

Planning (including educational planning) is by nature a political activity. Educational planning begins with, operates through, and ends with politics. Since politics is a crucial factor in determining the nature and effectiveness of a plan, to be efficient planners, management personnel and other planners should study politics and calculate the political factors. Because planning is a political activity, it produces political consequences. Planners should be aware of these consequences and use them as feedback for further planning activities. A related document is EA 003 929. (Author/RA)

ED 058 626 EA 003 931

Chesswas, J. D.

Changing the Existing Educational System: Some Basic Implications for the Educational Planner. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No—IIEP-TM-3-66

Pub Date 66

Note—12p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$5.25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Curriculum, Curriculum Development, *Educational Change, Educational Finance, *Educational Planning, *Instructional Materials, Programmed Texts, *School Organization, Teacher Qualifications, Teaching Methods

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional

materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit is the complementary text to a tape recorded lecture of the same title. In addition to a synopsis of the taped lecture, the text presents some examples of changes in education content or organization and indicates some possible effects of those changes. Discussion questions and a list of suggested readings are also included. Related documents are EA 003 932-942. (RA)

ED 058 627 EA 003 932

Cerych, Ladislav

The Integration of External Assistance with Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 8.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-8-66

Pub Date 66

Note—13p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, Educational Economics, *Educational Planning, *Educational Resources, *Evaluation, Financial Support, *Instructional Materials, Programed Texts, School Support, *State Federal Support, Technical Assistance

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit is the complementary text to a tape recorded lecture of the same title. In addition to a synopsis of the taped lecture, the text discusses some of the problems inherent in evaluating the volume of external aids to education. Discussion questions and a list of additional readings are also included. Related documents are EA 003 931 and EA 003 933-942. (RA)

ED 058 628 EA 003 933

Lewis, W. Arthur

Economic Aspects of Quality in Education. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 7.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-7-66

Pub Date 66

Note—26p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Costs, Curriculum Problems, Economic Factors, Educational Demand, *Educational Economics, *Educational Planning, *Educational Quality, Educational Supply, Evaluation Methods, General Education, *Instructional Materials, *Job Market, Programed Texts, Vocational Education

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit argues that the quality of education in a particular country is determined by the extent to which (1) the right combinations of general and specialized education are achieved, (2) the distribution of students at different age levels and proportions of competence fulfills job market conditions, and (3) the school achieves what it sets out to do. A summary of some tape recorded additional comments is included, along with discussion questions and suggested readings. Related documents are EA 003 931, EA 003 932, and EA 003 934-942. (RA)

ED 058 629

Diez-Hochleiner, R.

Policies and Practices in Educational Planning.

The Fundamentals of Educational Planning: Lecture-Discussion Series No. 10.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-10-67

Pub Date 67

Note—11p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Educational Administration, Educational Economics, *Educational Planning, *Educational Policy, Educational Practice, Educational Quality, *Instructional Materials, *International Organizations, Planning, *Policy Formation, Programed Texts, Speeches, Teacher Education, Vocational Education

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit discusses some of the general policies and problems in educational planning from the standpoint of UNESCO officials, and explains how these policies affect the approach to and the practice of planning. Related documents are EA 003 931-933, and EA 003 935-942. (RA)

ED 058 630

Gass, J. R.

Planning the Educational Revolution. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 43.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-43-69

Pub Date 69

Note—7p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Decision Making, *Educational Change, *Educational Innovation, Educational Philosophy, *Educational Planning, *Educational Policy, Innovation, *Instructional Materials, Planning, Programed Texts, Social Change

Identifiers—Educational Reform

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit discusses the necessity of planning educational innovations and creating social conditions conducive to change instead of permitting changes to occur haphazardly. Related documents are EA 003 931-934 and EA 003 936-942. (RA)

ED 058 631

Hallak, Jacques

The Role of Budgets in Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 44.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-44-69

Pub Date 69

Note—19p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Budgeting, Budgets, *Educational Finance, *Educational Planning, *Instructional Materials, Management, Planning, *Program Budgeting, Programed Texts, Programming, Public Support, *Systems Approach

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape

EA 003 934

recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit discusses the role of budgeting as a method for rational management. The author concludes that a planning programing budgeting system (PPBS) is the most efficacious management tool currently available since it brings together the activities associated with planning, budgeting, and alternatives appraising. Related documents are EA 003 931-935 and EA 003 937-942. (RA)

ED 058 632

EA 003 937

Razik, T. A.

Systems Analysis and Educational Design. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 45.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-45-69

Pub Date 69

Note—42p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Design, Educational Objectives, *Educational Planning, *Instructional Materials, *Instructional Systems, *Management Systems, Planning, Programed Texts, Programming, Systems Analysis, *Systems Approach, Systems Concepts, Systems Development

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit explains and demonstrates the use of a systems approach and provides guidelines for the development of instructional systems. Related documents are EA 003 931-936, and EA 003 938-942. (RA)

ED 058 633

EA 003 938

Kravetz, Nathan

The Diagnosis of Educational Systems and Operations as a Prelude to Development Planning. Fundamentals of Educational Planning: Lecture-Discussion Series No. 47.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-47-70

Pub Date Jan 70

Note—20p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum, *Educational Development, Educational Diagnosis, *Educational Environment, Educational Objectives, *Educational Planning, *Instructional Materials, Planning, Programed Texts, *Social Change, Teacher Role

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit considers the tasks of diagnosing educational systems and operations in light of social needs and in relation to the elements that make up a modern society. Related documents are EA 003 931-937 and EA 003 939-942. (RA)

ED 058 634

EA 003 939

Razik, T. A.

Social and Psychological Factors in Innovation and Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 50.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-50-70

Pub Date Apr 70

Note—22p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France) (\$25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cognitive Processes, Diffusion, *Educational Innovation, *Educational Planning, Innovation, *Instructional Materials, *Learning Theories, Management, Models, Personality Theories, Programed Texts, *Social Factors

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research programs. This instructional unit (1) examines the major learning theories and their application to innovation research; and (2) discusses some problems in innovation process management, decisionmaking, planning, and implementing change in educational innovations. Related documents are EA 003 931-938 and EA 003 942. (RA)

ED 058 635 EA 003 940

Kravetz, Nathan

Planning for Change in Educational Structure, Curriculum and Methods. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 51.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-51-70

Pub Date May 70

Note—24p.

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France). (\$.25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum Development, Economic Factors, *Educational Change, *Educational Methods, Educational Needs, *Educational Objectives, *Educational Planning, *Instructional Materials, *Organization, Planning, Programed Texts, Systems Approach

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. In this instructional unit, change, innovation, and reform are defined as well as the conditions in which they are each valid and appropriate. The needs for change are considered in their various contexts: the conditions in a given society that produce and indicate educational malfunction and initiate demands for relief. The responses to be made to circumstances of educational malfunction are proposed; and the roles of planners and policymakers, managers, administrators, and various national publics are explored. Related documents are EA 003 931-939 and EA 003 941-942. (RA)

ED 058 636 EA 003 941

Balogh, Thomas

Planning for the Second Development Decade. Fundamentals of Educational Planning: Lecture-Discussion Series No. 54.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-54-70

Pub Date Dec 70

Note—16p.; Based on lecture given at IIEP (October 20, 1970)

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France). (\$.25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Developing Nations, *Educational Development, *Educational Planning, *Foreign Relations, Imperialism, *Instructional Materials, Planning, Programed Texts

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit surveys the results of a decade of unsuccessful attempts by industrialized countries to bring underdeveloped nations to higher standards of living through assistance pro-

grams. Related documents are EA 003 931-940 and EA 003 942. (RA)

ED 058 637 EA 003 942

Oddie, G. B.

Development and Economy in Educational Building. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 55.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-55-70

Pub Date Aug 70

Note—8p.; Based on a lecture given at IIEP (May 6, 1970)

Available from—IIEP, 7 rue Eugene Delacroix, Paris XVI (France). (\$.25 Distr. Charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Building Design, Construction Costs, Educational Development, Educational Economics, *Educational Facilities, *Educational Planning, *Facility Requirements, *Instructional Materials, *Investment, Physical Design Needs, Programed Texts

In a controlled experiment, the IIEP attempted to develop efficient teaching materials in the field of educational planning. Informal instructional materials were compiled from the tape recordings, transcriptions, and summary notes of seminars, lectures, and discussions conducted by the IIEP in its training and research program. This instructional unit concentrates on those aspects of educational building that are of interest to planners who must determine the planned level of investment in building for an educational development program. Related documents are EA 003 931-941. (RA)

ED 058 638 EA 003 945

Schlesser, George E. And Others

A Study of Innovation and Change in Education. The Regional University-Schools Research and Development Program. An Action-Research Project, 1967-1971.

Colgate Univ., Hamilton, N.Y.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date 71

Note—182p.

Available from—Office of Educational Research, Colgate University, Hamilton, New York 13346 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Boards of Education, *College High School Cooperation, *Educational Change, Educational Development, *Educational Innovation, *Educational Research, Higher Education, Organizational Climate, Parent School Relationship, Problem Solving, *Research and Development Centers, Secondary Schools

This 3-year study attempted to design a program that would provide the optimum conditions necessary for schools, universities, and other agencies to try new practices and study their quality through research and evaluation; and in which creative, innovative teachers would be supported rather than frustrated. Innovations were introduced as effectively as possible in 26 schools; and the impact on the schools, the community, and on regional agencies was studied. The report is divided into (1) action and (2) research. The first section traces the project planning and operation from the time teachers introduced new practices until the regional model was conceived. The research section presents findings on the forces at work in the schools and in the community. (Author)

ED 058 639 EA 003 946

Stone, Charles Edward

Teacher Retirement Systems. A Review of Patterns of Teacher Pension Systems in the Fifty States, with a Model Investment Portfolio for a Typical System.

Kentucky Univ., Lexington. Bureau of School Service.

Report No.—BSS-Bull-Vol-44-1

Pub Date Sep 71

Note—135p.

Available from—University of Kentucky, Bureau of School Service, Lexington, Kentucky 40506 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Organization, Doctoral Theses, *Educational Economics, Finan-

cial Support, Governing Boards, Insurance Programs, *Investment, Management, Models, Senior Citizens, Tables (Data), *Teacher Retirement

Identifiers—*State Pension Funds

This document is a study of teacher retirement systems of the United States. It also deals with the problems of improved management, particularly of how funds might be invested to increase benefits or reduce the required contributions. It sets up a hypothetically ideal pattern for the investment portfolio of typical State pension fund on the basis of security and return criteria. From this model the implication is made that benefits of teacher pension funds might be increased (or contributions reduced) by as much as one third if the model were applied to the average fund. The study presents a compilation of information on the history of teacher pensions and improvements of and comparisons among State systems, and offers recommendations to those responsible for teacher pension funds. (Author)

ED 058 640 EA 003 953

Coleman, Peter

Pupil-Teacher Ratios and the Use of Research Findings in Educational Policy-Making.

Pub Date [71]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board of Education Policy, Boards of Education, *Class Size, *Educational Research, *Policy Formation, *Research Utilization, Resource Allocations, *Student Teacher Ratio, Teachers

This report examines the issue of student teacher ratios as a focus for a discussion on the utilization of social science research findings by policymakers. The author notes that such findings on the issue of student teacher ratios are in agreement on the fact that minor changes in the ratio are insignificant. Notwithstanding, educational policymakers seldom acknowledge these findings; and teachers' spokesmen press for reductions in class size. The paper concludes with a review of recent findings of research on student teacher ratios and suggests some conclusions and implications for policymakers. (Author)

ED 058 641 EA 003 957

Weinberg, Meyer

White Children in the Desegregation Process.

California Univ., Riverside. Western Regional School Desegregation Projects.

Pub Date Nov 71

Note—3p.; Article appears in Intergroup Newsletter, Vol. 2, No. 1, Nov. 1971, p4-5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Caucasian Students, *Educational Quality, *Interaction, Literature Reviews, *Racial Attitudes, *School Integration

This report discusses some undesirable impacts that segregated education may have on white children and reviews literature that discusses beneficial effects experienced by white children in integrated schools. The advantages gained by the white children of desegregated schools are discussed under the headings of academic achievement, interracial relations, quality of interaction, and intellectual horizons. The report concludes that ample evidence exists from research and classroom experiences that desegregation can be helpful to children of all races. (Author/JF)

ED 058 642 EA 003 958

Descriptive Design for the Educational Cooperative.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date Oct 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Administrative Principles, *Cooperatives, Decision Making, Educational Innovation, *Educational Needs, Policy Formation, *Program Design, *Public School Systems, Social Change, Success Factors

Identifiers—Appalachia

It could be stated that the ills of schools today stem from two self-reinforcing causes: (1) the generation and distribution of resources, and (2) the school's inability to sense and service the demands of its clients. One means through which education can become more relevant and responsive to the demands of society and the local com-

munity is that of the Educational Cooperative. The Cooperative is a voluntary confederation among school districts, universities or colleges, and the State departments of education to increase local ability to improve education cooperatively. The Cooperative is designed to mobilize the capabilities of the education profession in resolving complex educational problems. Utilizing a problem solving approach, the process emphasizes identification of needs, careful planning of solutions, and rigorous evaluation of results; and provides a new organization unhampered by tradition and institutionalized patterns of behavior. This document outlines the need for such an organization, its administrative system, and the factors and decisions affecting the installation of the Cooperative. (Author)

ED 058 643 EA 003 959
Progress Report of the President's Commission on School Finance.

President's Commission on School Finance, Washington, D.C.
Pub Date 22 Mar 71
Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Educational Economics, *Educational Finance, Educational Innovation, *Educational Quality, Enrollment Projections, *Equal Education, Expenditures, *Federal Programs, *Government Role, Private Schools, School Districts, State Action

This report discusses weaknesses in the educational process that have led to the crises schools are facing. These defects are explored in (1) the role played by each government level in providing quality education, (2) the role played by the nonpublic sector in American education, (3) the financing of elementary and secondary education, (4) the measurement of educational effectiveness and its relationship to educational investment, (5) the redirection of federal programs, (6) the projections of future enrollments and expenditures, (7) the technological innovations, (8) the economies in education. (Author/JF)

ED 058 644 EA 003 960

The President's Panel on Nonpublic Education. First Report.

President's Commission on School Finance, Washington, D.C.
Pub Date 12 Feb 71
Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Educational Legislation, *Educational Problems, Federal Aid, Federal Programs, *Financial Problems, *Private Schools

This report assesses the crisis facing nonpublic education and offers interim recommendations for utilizing the existing school legislation and for enriching certain proposals under review by the current Administration. The report discusses both financial and nonfinancial issues. (JF)

ED 058 645 EA 003 961

The Feasibility of Implementing a "Voucher Plan" in Seattle. A Preliminary Report.

Washington Univ., Seattle. Bureau of School Service and Research.
Pub Date May 71

Note—197p.; Original report from which EA 004 081 was abstracted

Available from—Bureau of School Service and Research, 126 Lewis Annex, Univ. of Washington, Seattle 98105 (\$4.00)

Document Not Available from EDRS.

Descriptors—Decentralization, *Educational Experiments, *Educational Finance, Educational Innovation, Educational Legislation, Educational Planning, *Education Vouchers, Evaluation Methods, *Feasibility Studies, *Federal Aid, Neighborhood Schools, Parent Participation, School Integration, State Church Separation, Teacher Associations, Tuition Grants

Identifiers—Educational Voucher Authority, EVA

This report summarizes the results of a 3-month feasibility study of the education voucher plan for the City of Seattle. This study represents the activities conducted as the Phase I portion of the 4-phase voucher plan (February 15-May 15, 1971). The first section focuses on activities in the State of Washington relevant to the inception of the Seattle feasibility study. The bulk of the report covers a series of preplanning tasks of problem areas that will need to be resolved prior

to any decision regarding the actual establishment of the demonstration project. In each of the areas studied, several alternatives are presented as an aid to the Seattle Board of Education as it deliberates the merits of the voucher plan. Related documents are ED 049 522 and EA 004 081. (Author)

ED 058 646 EA 003 966

Nielsen, Margaret, Ed.

Vandalism in Schools. A \$200 Million Dollar Problem.

Oregon School Study Council, Eugene.

Pub Date Dec 71

Note—20p.; OSSC Bulletin, v15 n4

Available from—Oregon School Study Council, University of Oregon, Eugene 97403 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, *Board of Education Policy, Community Involvement, *Costs, Guidelines, Planning, Police School Relationship, *Prevention, School Construction, *Vandalism

This report is a compilation of strategies and preventive devices that have been tested by school administrators and found to be effective in the prevention of vandalism. The report discusses which personnel should be responsible for controlling vandalism, describes construction materials, and outlines policies for controlling and deterring vandalism. (Author/JF)

ED 058 647 88 EA 003 967

Denham, Carolyn H.

Elementary and Secondary Education Act Title III in Massachusetts: An Evaluation. A Study of Variables Related to Success, Continuation, and Dissemination of Title III Projects.

Massachusetts State Dept. of Education, Boston.

Pub Date 71

Note—21p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224. (Microfiche copies available free to educators)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), Educational Change, Educational Problems, Educational Programs, *Educational Research, *Federal Aid, *Information Dissemination, Problem Solving, *Program Evaluation, Program Improvement, Questionnaires, *State Departments of Education, State Programs, Superintendents

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Massachusetts

This publication represents a major attempt by the Massachusetts Department of Education to involve itself in what educators call the "change process" — using research to help develop solutions to educational problems, and disseminating results to facilitate adoption of those solutions by many schools. Title III provides federal funds in periodic grants to local schools to stimulate the development of creative solutions to educational problems. Each Title III project in Massachusetts is responsible for evaluating the success of its stated objectives and for disseminating that information. This study was undertaken to provide an overview of the change process and account for its successes and failures. It affords administrators a statewide perspective on their own rate of change, and suggests new priorities for the Department's staff as well. (Author)

ED 058 648 EA 003 983

Colorado: A Study of Educational Finance. Report of an Investigation.

National Education Association, Washington, D.C. Commission on Professional Rights and Responsibilities.

Pub Date Sep 68

Note—51p.

Available from—Publications Sales Section, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock No. 165-05080, free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bond Issues, *Educational Finance, *Equal Education, *Expenditure Per Student, Federal Aid, Federal Programs, School District Spending, School Taxes, State Aid, *Tax Allocation

Identifiers—*Colorado

This report discusses some of the financial problems facing Colorado public schools. Fiscal reform recommendations designed to improve educational quality and to provide educational equality are offered to citizens and elected

leaders. Education finance problems are discussed within the context of (1) the professional staff, (2) the educational program, (3) some special problems of the small and low tax base districts, and (4) State financial support of education. (JF)

ED 058 649 24 EA 004 007

Piele, Philip K.

School Financial Elections. Educational Management Review Series Number 3.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Feb 72

Contract—OEC-0-8-080353-3514

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, *Bond Issues, *Educational Finance, Literature Reviews, Public Relations, *School Budget Elections, *School Community Relationship, Superintendent Role, *Voting

This review surveys recent literature that reflects a wide variety of research techniques and methods. These writings, previously announced in RIE, should provide administrators with some insights into variables that affect the outcome of school financial elections. Divided into four major parts, the review includes literature that (1) deals with the factors affecting the success or failure of school bond elections, (2) describes some of the influences on voter behavior and the effects of school-community relations, and (3) provides guidelines for launching school finance campaigns. (Author/EA)

ED 058 650 24 EA 004 008

Piele, Philip K.

Conflict Management in Education. ERIC/CEM Research Review.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0217; BR-8-0353

Pub Date 71

Contract—OEC-0-8-080353-3514; OEC-4-10-163

Note—4p.; r & d perspectives; F71 inset

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Theories, Boards of Education, *Conflict Resolution, *Decision Making, De Facto Segregation, *Literature Reviews, Problem Solving, Public Relations, *School Community Relationship, *Teacher Administrator Relationship, Teacher Associations

Because conflict has become a pervasive element within the school environment as well as in the larger community, this review, based on reports abstracted in RIE, focuses on conflict management. Such management seeks and uses ways to understand and deal with the differing opinions, needs, and ideas that are a part of the contemporary school. The documents reviewed discuss such issues as (1) the conflicting perceptions of administrators and teachers, (2) the operational procedures of school boards in relation to community resources, and (3) the inter-racial conflict in urban schools. (Author)

ED 058 651 EA 004 015

School Finance in Arizona: A State-Local Partnership. A Special Study.

National Education Association, Washington, D.C. Commission on Professional Rights and Responsibilities.

Pub Date Jan 70

Note—64p.

Available from—Commission on Professional Rights and Responsibilities, NEA, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 161-05054, free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgets, Educational Accountability, *Educational Finance, *Educational Legislation, Expenditures, *School Budget Elections, *School Taxes, State Aid, *State Legislation

Identifiers—Arizona

This report discusses the dispute in Arizona over the 1967 legislation regulating educational finance and offers alternatives to that legislation. The document describes factors and issues relevant to an understanding of the present dispute, defines accepted principles of educational finance, provides factual information about Arizona's support of public schools, analyzes the State's support of public education relative to the principles of fiscal operation, and recommends courses of action from which the State may choose. (Author/JF)

ED 058 652 EA 004 019
Iowa Bond Issue Study. Fall, 1971. Preliminary Report.

Research Design Associates, Cedar Rapids, Iowa.
Pub Date 71

Note—13p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bond Issues, *Educational Finance, *School Budget Elections, *Tables (Data), *Voting
Identifiers—Iowa

This report provides tables and charts on the results of Iowa's school bond issues from 1960-1970 inclusive. Although the report does not analyze the results of the school bond issues, it does observe that the time of year, the month, and the week in which school bond elections are held seem to have a substantial effect upon election results. (JF)

ED 058 653 EA 004 021

Johnson, C. Montgomery
Public Opinion, Voter Behavior and School Support.

Special Committee on Revitalizing Elections (S.C.O.R.E.), Olympia, Wash.
Pub Date May 71

Note—58p.
Available from—Special Committee on Revitalizing Elections, Olympian Hotel, Olympia, Washington 98501 (\$3.00 each, bulk order 100 or more \$2.00 each)

Document Not Available from EDRS.

Descriptors—Bond Issues, *Community Involvement, Educational Accountability, Public Opinion, *School Budget Elections, *School Community Relationship, School Support, *School Taxes, *Voting

This report describes the elements necessary for successful school elections and outlines steps to predict voter reaction. Written primarily for school officials and local citizens' committees, the report analyzes the variables influencing voter turnout and behavior such as occupation, educational level, income, age, parents of school children, political affiliation, sex, community size, location, residency length, home ownership, and responsibility level. The author suggests that alienated people can be persuaded to vote for the schools if they are given the chance to participate actively in school affairs. (Author/JF)

ED 058 654 EA 004 025
Kolesar, H.

Accountability: Its Implications for Provincial and State Governments.

Pub Date 6 Dec 71
Note—9p.; Paper presented to Northwest Association of Secondary & Higher Schools, Reno, Nevada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Contracts, *Educational Accountability, *Educational Economics, *Educational Quality, *State Action
Identifiers—Canada

This paper examines the implications of the accountability concept for provincial or State authorities. Accountability is defined as a concomitant of an agreement between two parties. The author suggests that, in education, agreements between parties have lacked preciseness and clarity, making it extremely difficult to assess performance and to assign responsibility in terms of some contractual obligation. Because in both Canada and in the United States the constitution assigns responsibility for education to the provincial and State governments, the author believes that accountability should begin at these levels. (Author)

ED 058 655 EA 004 026

Dellenback, John
[Federal Aid to Education: Gearing up the Mechanisms for Future Allocations.]
Pub Date 15 Nov 71

Note—10p.; Speech given before Council of Chief State School Officers (November 15, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Educational Legislation, *Equal Education, *Federal Aid, *Federal Programs, Speeches

Identifiers—National Institute of Education, Serano Vs Priest

This report, while urging increased federal aid to elementary and secondary education, cautions that the manner in which these dollars are disbursed is also critical. The author outlines some of the problems of categorical aid programs and suggests that the revenue sharing concept may be a preferable mechanism for providing general aid to education. (JF)

ED 058 656 EA 004 027

Policies for Improving Board-Superintendent Relations. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No—Cat-71-12

Pub Date Feb 71

Note—30p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #71-12, 1-3 kits \$2.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrator Evaluation, Administrator Qualifications, Administrator Responsibility, Administrator Selection, *Board Administrator Relationship, *Board of Education Policy, Boards of Education, *Guidelines, Superintendent Role, *Superintendents

This report provides board policy samples and other policy resources on boardboard-superintendent relations. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Topics covered in the samples include superintendent qualifications, duties, recruitment, appointment compensation, and evaluation. Working guides for contracts and evaluations are also provided. (Author/JF)

ED 058 657 EA 004 028

School Board Policies on Teacher Evaluation. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No—Cat-71-44

Pub Date Oct 71

Note—32p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201, (Kit #71-44, 1-3 kits \$2.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, *Boards of Education, *Guidelines, *Teacher Evaluation, Teacher Improvement, Teachers, *Teaching Quality

This report provides school district policy samples and other resources on teacher evaluation. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Note is made of the fact that, when school boards evaluate teachers, they are obligated to procure the best possible instruction for all students. Three basic evaluation policy elements are set forth: (1) that the teacher being evaluated should be a partner in the process, (2) that evaluation must take a balanced, humane view of everything the teacher does that affects students, and (3) that many things have to happen to the evaluator as well as to the teacher being evaluated. (Author/JF)

ED 058 658 EA 004 029

School Board Policies on Student Discipline. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No—Cat-71-32

Pub Date Aug 71

Note—32p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #71-32, 1-3 kits \$2.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activism, *Board of Education Policy, Boards of Education, Discipline, *Discipline Policy, *Due Process, *Guidelines, Policy Formation, Student Rights, Student School Relationship

This report provides board policy samples and other policy resources on student discipline. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Topics covered in the samples include corporal punishment, student safety, detention, suspension and expulsion, student hearings, student demonstrations and strikes, and staff protection. (Author)

ED 058 659 EA 004 030

School Board Policies on the Community Use of School Facilities. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No—Cat-71-19

Pub Date Apr 71

Note—32p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #71-19, 1-3 kits, \$2.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, Boards of Education, Community, *Educational Facilities, *Guidelines, *School Community Relationship, Space Utilization
Identifiers—*Facility Utilization

This report provides board policy samples and other policy resources on the community use of school facilities. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. The report discusses briefly the use of school facilities by controversial groups; presents some limitations and restrictions on facility use; and talks about the problems of building security, liability for property damage or personal injury, and fire safety. (Author/JF)

ED 058 660 EA 004 031

School Board Policies on Drug Education & Drug Use. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No—Cat-71-25

Pub Date Jun 71

Note—33p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #71-25, 1-3 kits \$2.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, Boards of Education, *Drug Abuse, *Drug Education, Drug Therapy, Due Process, *Guidelines, *Health Education, Search and Seizure

This report provides board policy samples and other resources on drug education and drug use. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. The report discusses some of the dangers inherent in drug use and attendant to drug education programs that board policies could alleviate, and it offers some suggestions to aid boards in writing policies to cover these situations. (Author/JF)

ED 058 661 EA 004 032

School Board Policies on Pregnant and/or Married Students. Educational Policies Development Kit.

National School Boards Association, Waterford, Conn. Educational Policies Service.

Report No—Cat-71-59

Pub Date Dec 71

Note—27p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #71-59, 1-3 kits \$2.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Board of Education Policy, Boards of Education, *Guidelines, *Marriage, *Pregnancy, Sex Education, *Student Rights

This report provides board policy samples and other policy resources on pregnant and/or mar-

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ried students. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. The report points up changing attitudes toward pregnant and/or married students and discusses the relative conservatism of board policies on the subject. The report suggests that the function of schools is to provide education for all students and advises boards to seek legal consultation for guidance in drawing up policies on this subject to avoid being pushed into litigation. (Author/JF)

ED 058 662 EA 004 035

Parsons, John M.

An Assessment of State Funding and Metropolitan Overburden Related to Urban, Urban-Rural, and Rural School Districts in Florida.

Dade County Public Schools, Miami, Fla.

Pub Date Oct 71

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Legislation, *Equal Education, *Equalization Aid, *Rural Urban Differences, School Districts, *State Aid, State Legislation, State Programs, Tax Rates, *Urban Education

Identifiers—Florida

This report documents the municipal overburden, the lack of State support in urban counties when compared to rural counties, and the educational needs of urban areas. To facilitate the discussion, the 67 Florida counties have been divided into (1) urban counties where the population, as reported by the 1970 census, was 150,000 or more; (2) urban-rural counties where the population was 25,000 or more, but less than 150,000; and (3) rural counties where the population was less than 25,000. Recommendations for legislation to solve the fiscal dilemma of the Dade County Schools complete the document. (Author)

ED 058 663 EA 004 040

Moran, Don

State Aid to Nonpublic Schools: An Analysis of Recent Court Decisions. A Report, Research Reports in Educational Administration. Special Report: Vol. II, No. 5.

Colorado Univ., Boulder. Bureau of Educational Research.

Pub Date Feb 71

Note—13p.

Available from—"Research Reports," Bureau of Educational Research, Helms Annex 151, School of Education, University of Colorado, Boulder 80302 (\$1.50 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Court Cases, *Court Doctrine, *Private Schools, Religious Factors, *State Aid, *State Church Separation

This report summarizes and analyzes two court decisions relating to State aid to nonpublic schools. In a Pennsylvania case, a Federal district court allowed public tax money to be used to supplement nonpublic school teachers' salaries. In the other case, that of Rhode Island, the Federal court ruled the State law to supplement private school teachers' salaries unconstitutional and in violation of the Establishment Clause of the First Amendment of the United States Constitution. After analyzing these cases, the author suggests that only a United States Supreme Court decision can clear up the uncertainty surrounding State supplements to nonpublic school teachers' salaries. (Author/JF)

ED 058 664 24 EA 004 042

Goodson, Max R. Hagstrom, Warren O.

Changing Schools: Case Studies of Change-Agent Teams in Three School Systems. A Report from the Project on Models for Effecting Planned Educational Change.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-177

Bureau No.—BR-5-0216

Pub Date Aug 71

Contract—OEC-5-10-154

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *Change Agents, Educational Change, *Educational Innovation, *Human Development, *Human Relations, In-

terpersonal Relationship, Intervention, Models, Problem Solving, Research and Development Centers, School Systems, Sensitivity Training, Team Training, Training

Identifiers—*Change Agent Teams

This paper deals with an approach to school system change -- the establishment of a change agent team to plan for and manage specific changes and to facilitate and perpetuate an innovative climate. It presents case studies of change agent teams in three Wisconsin school systems. A model for change agent team planning and action -- problem diagnosis, strategy planning, strategy activation, and result evaluation -- is described. The activities of the teams and their colleagues are related, and an evaluation of the interventions based on systematic data is included. (Author)

ED 058 665 EA 004 044

Education in the Seventies.

Department of Health, Education, and Welfare, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—OE-10051; Planning Paper 68-1

Pub Date May 68

Note—49p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. FS 5.210:10051, \$4.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Colleges, Costs, Educational Demand, *Educational Economics, *Educational Finance, Educational Planning, Educational Supply, Elementary Schools, Enrollment, *Enrollment Projections, Enrollment Trends, Expenditures, Secondary Schools, *Teacher Supply and Demand

This paper discusses some of the problems in estimating enrollments and expenditures of the educational establishment. Topics included in the outlook for education to 1975 include: (1) projections of school and college enrollments, (2) supply of and demand for elementary and secondary school teachers, (3) supply of and demand for instructional staff in higher education, (4) analysis of educational expenditures, and (5) projected educational expenditures. (RA)

ED 058 666 EA 004 046

A Review of the Status and Projections for the Dade County Quinquennial Extended School Year Program.

Dade County Public Schools, Miami, Fla.

Pub Date Apr 71

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Capital Outlay (for Fixed Assets), Community Involvement, Curriculum Development, Educational Finance, *Extended School Day, *Extended School Year, *High Schools, Information Dissemination, Pilot Projects, Semester Division, *Year Round Schools

Identifiers—Florida, *Quinquennial Program

This document summarizes the background of the Dade County Quinquennial Extended School Year Program involving five high schools in a pilot project. The program resulted from a study of alternative plant utilization plans for the most efficient use of school facilities to reduce the need for capital expenditure during the next five years. Discussed are (1) fiscal implications, including an analysis of projected costs; (2) evaluation plan; (3) plans to review administrative procedures and practices; and (4) specific recommendations concerning the future development of the quinquennial program. The appendixes contain questionnaires sent to the business and the academic communities. Related documents are EA 004 047 and EA 004 051. (Author/MLF)

ED 058 667 EA 004 047

Boxer, Karen And Others

Evaluation Report: 1971 Summer Quinquennial Program.

Dade County Public Schools, Miami, Fla.

Pub Date Sep 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, Curriculum Development, *Extended School Year, *High Schools, Parent Attitudes, *Program Evaluation, Questionnaires, Student Attitudes, Teacher Attitudes, *Year Round Schools

Identifiers—Florida, *Quinquennial Program

The primary topic of this evaluation report is the summer quinquennial that extended from June 14 to August 16, 1971. The report also explores the concept of the extended school year program through questionnaire responses from parents, pupils, teachers, administrators, the business and industrial community, the educational community, and other community agencies and citizens. Discussed at some length is the general feasibility of the Quinquennial Program. Related documents are EA 004 046 and EA 004 051. (Author/MLF)

ED 058 668 EA 004 049

Jaffe, A. J.

Handbook of Statistical Procedures for Long-Range Projections of Public School Enrollment. Technical Monograph.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-24017

Pub Date 69

Contract—OEC-1-7-701253-5103

Note—131p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. HE 5.224:24017, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Planning, *Educational Trends, *Enrollment Projections, Enrollment Trends, School Districts, School Planning, *School Statistics, Statewide Planning, *Statistical Analysis, Statistical Data, *Trend Analysis

This handbook presents statistical procedures that will assist State and local school officials in making longrange projections for a decade or more. The author suggests several seemingly appropriate procedures but leaves it to the State and local officials to select the procedures that appear most suitable for their specific local conditions. This document is organized around eight chapters that (1) make general observations on statistical projections, (2) examine local school district histories to appraise the problem of applying statistical projection techniques to them, (3) present some summary materials on procedures for making shortrun projections, (4) discuss methods for making unified projections for the State and all its political units, and (5) present materials to aid local districts in making longrange projections. (Author/JF)

ED 058 669 EA 004 050

Title I ESEA: Participation of Private School Children. A Handbook for State and Local School Officials.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-Pub-OE-7262

Pub Date 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Educationally Disadvantaged, *Federal Aid, Financial Problems, *Guidelines, Legal Problems, Parent Participation, *Private Schools, *School Law, Special Education, State Laws, Student Participation

Identifiers—Elementary Secondary Education Act Title I, *ESEA Title I

ESEA Title I was the first federal aid program to authorize services for private school children. In view of the complexities of administering Title I, this handbook provides (1) a compilation of passages from the law and the regulations, and guidelines pertaining to the participation of private school children; (2) a brief explanation of the law's provisions and the regulations; (3) an identification of the major problems encountered in administering the provisions and some possible solutions to these problems; and (4) some suggested procedures in project development to create an opportunity for the meaningful participation of private school children in Title I activities. (Author)

ED 058 670 EA 004 051

Catalog of Authorized Courses of Study for the Quinquennial Program in Dade County Public Schools.

Dade County Public Schools, Miami, Fla.

Pub Date Mar 71

Note—318p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Catalogs, *Curriculum Guides, *Extended School Year, *High Schools, Year Round Schools

Identifiers—Florida, *Quinquennial Program

This master catalog lists and describes the 9-week courses of study basic to the curriculum structure for the quinquennial extended year program. The courses listed, most of which are non-sequential and nongraded, are those presently being developed for the pilot schools. Courses that carry credit in more than one area are listed under each subject area. Prerequisites are indicated when they are essential for the successful completion of a course. A numeric code preceding the course titles represents a combination of the State accreditation and the local course identification numbers. Related documents are EA 004 046 and EA 004 047. (Author)

ED 058 671 EA 004 055

Quindry, Kenneth E.
State and Local Revenue Potential, 1970.
Southern Regional Education Board, Atlanta, Ga.
Pub Date 71
Note—104p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Finance, *Fiscal Capacity, Income, *Southern States, State Legislation, *State Surveys, Tables (Data), *Tax Effort, Tax Rates

This report contains results of an extensive study into State and local tax revenue potentials for the 15 Southern Regional Education Board (SREB) States and presents quantitative data on the 50 State-local tax systems. Data set forth in the 35 statistical tables enable the researcher to compare his State's total tax revenues with those of each of the 49 States and the District of Columbia. The report identifies, on a State-by-State basis, both the degree of current use and the potential for increased use of (1) general and selective sales and gross receipts taxes, (2) death and gift taxes, (3) property taxes, (4) individual and corporation income taxes, (5) motor fuel taxes, (6) severance taxes, and (7) license and other miscellaneous taxes. A related document is ED 048 660. (JF)

ED 058 672 EA 004 056

Wells, Elmer
Vandalism and Violence: Innovative Strategies Reduce Cost to Schools. Education U.S.A. Special Report.

National School Public Relations Association, Washington, D.C.
Pub Date 71
Note—59p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 411-12794, \$4.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrator Responsibility, *Board of Education Policy, Community Involvement, *Costs, Equipment, Insurance Programs, Police School Relationship, *School Construction, Staff Role, *Vandalism, Violence
This report identifies the causes of disruption, violence, and vandalism; describes various devices and techniques used to improve security; outlines the roles of security personnel in preventing vandalism; and discusses vandalism-related insurance problems. Student participation and community involvement are presented as two possible methods of discouraging vandalism. (JF)

ED 058 673 24 EA 004 075

Hoepfner, Ralph And Others
Report on the Field Testing of the CSE Elementary School Evaluation Kit: Needs Assessment.
California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—CSE-R-70

Bureau No—BR-6-1646

Pub Date Sep 71

Contract—OEC-4-6-061646-1909

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Performance, *Auto-instructional Aids, Curriculum Development, Decision Making, Educational Innovation, *Educational Needs, *Elementary Schools, *Evaluation Techniques, Field Studies, Information Systems, Instructional Materials, *Principals, Questionnaires, Standardized Tests

This evaluation kit is a self-instructional package that provides a principal with all the procedures and materials necessary to conduct an assessment of his school's educational needs. This report describes the field testing of the Kit during the 1970-71 school year. California, national, and individual case study school samples were used. Participants were required to complete questionnaires on completion of each of the five Kit booklets. These questionnaires and their results are included in the report. Conclusions made on the basis of the field testing and recommendations for changes in the Kit prior to its final publication are presented. (Author)

ED 058 674 24 EA 004 076

Fraser, James M Bentley, Ernest L.
The Four-Quarter School Year as Implemented in Metropolitan Atlanta Secondary Schools. Final Report.

Georgia State Univ., Atlanta.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-D-043

Pub Date Aug 71

Grant—OEG-4-70-0052

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counselors, Critical Incidents Method, Curriculum Development, *Educational Objectives, Extended School Year, Flexible Scheduling, Interviews, *Metropolitan Areas, Principals, Professional Recognition, Program Effectiveness, *Program Evaluation, *Quarter System, Questionnaires, School Systems, *Secondary Schools, Social Factors
Identifiers—Atlanta, Georgia

This investigation had as its objective to collect relevant information in a systematic fashion concerning the actual, implemented four-quarter program. The investigators sought to identify what was currently operational in cooperating metropolitan school systems and to assess the degree to which the operational four-quarter plan meets the objectives upon which the plan was formulated. Factual data were gathered in a series of interviews with central office personnel, and with the principals and counselors of numerous secondary schools. Related literature, including unpublished documents and working papers of the cooperating school systems, was reviewed; and a survey instrument was designed, tested, and implemented. Responses were received from the students and professional staffs of 31 high schools from four Metropolitan Atlanta school systems. Analysis of the results indicate a wide diversity between systems and among schools within the systems in their achievement levels relative to the objectives for the ideal four-quarter plan. (Author)

ED 058 675 EA 004 078

Special Revenue Sharing: An Analysis of the Administration's Grant Consolidation Proposals. Information Report.

Advisory Commission on Intergovernmental Relations, Washington, D.C.

Report No—M-70

Pub Date Dec 71

Note—70p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Educational Legislation, *Federal Aid, *Federal Programs, *Grants, Program Proposals
Identifiers—Revenue Sharing

Special revenue sharing is one aspect of the Administration's response to the fiscal and administrative complexity of the present structure of federal categorical grants-in-aid to State and local governments. Because of some rather widespread misunderstanding about the nature and objectives of the six special revenue sharing proposals, this information report describes them in detail and discusses some of the implications of those proposals. (Author)

ED 058 676 EA 004 081

The Feasibility of Implementing a "Voucher Plan" in Seattle. A Preliminary Report. An Abstract.
Washington Univ., Seattle. Bureau of School Service and Research.

Pub Date May 71

Note—12p.; Abstracted version of EA 003 961

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Decentralization, *Educational Experiments, *Educational Finance, Educational Innovation, Educational Planning, *Education Vouchers, *Feasibility Studies, *Federal Aid, Neighborhood Schools, Parent Participation, School Integration, State Church Separation, Teacher Associations, Tuition Grants

Identifiers—Educational Voucher Authority, EVA

This abstract summarizes the results of a 3-month feasibility study of the education voucher plan for the City of Seattle. This study represents activities conducted as the Phase I portion of the 4-phase voucher plan (February 15-May 15, 1971). The first section focuses on activities in the State of Washington relevant to the inception of the Seattle feasibility study. The bulk of the report covers a series of preplanning tasks or problem areas that will need to be resolved prior to any decision regarding the actual establishment of the demonstration project. In each of the areas studied, several alternatives are presented as an aid to the Seattle Board of Education as it deliberates the merits of the voucher plan. Related documents are ED 049 522 and EA 003 961. (Author)

EC

ED 058 677 EC 040 888

Deno, Evelyn

Special Education Delivery: The Need for Reform. Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, *Educational Objectives, Educational Philosophy, Educational Trends, *Exceptional Child Education, *Handicapped Children

Special education, it is stated, must reform its modus operandi on many fronts to reach the goal of equal educational opportunity for all children. It is shown that our educational systems violate the dignity and personal integrity of many children, and that we must stop making economic advantage the primary criterion for judging the adequacy of educational efforts for all children. Several criticisms of special education point out where it has erred, such as in following a medical model too closely. Enumerated are eight factors which are fueling the slow movement away from the traditional categorical disease model approach. In assessing how special education is doing we are seen to be using inadequate criteria. To combat discouragement, the real achievements which have been made for handicapped children since 1930 are reviewed. Suggestions of priority are advanced for improving service. The nine recommendations concern state role, cross categorical orientation, use of federal funds, program evaluation, and other program features. It is concluded that, if action is not taken, instructional practices of demonstrated inefficiency will be perpetuated and resources will be wasted. (KW)

ED 058 678 EC 040 894

Waligura, Randolph L. And Others

Environmental Criteria: MR Preschool Day Care Facilities.

Texas A and M Univ., College Station. School of Architecture.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 71

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Building Design, *Child Care Centers, *Classroom Environment, Disadvantaged Youth, *Environmental Influences, Environmental Research, *Exceptional Child Services, Facilities, *Mentally Handicapped, Preschool Children

Contributions of the physical environment to the learning process and environmental needs of preschool children are evaluated. Guidelines for the planning and design of preschool day care facilities, especially for mentally retarded and other children with developmental disabilities, are

established. The current status and trends in day care services are summarized and the background, learning characteristics, and curriculum objectives for retarded, culturally deprived, and normal children are described. Methods and activities used to achieve these objectives, and the implications they have for the supporting physical environment, are identified. Component parts of the physical environment (color, light, acoustics, climate control, interior surfaces, space, flexibility) are discussed individually and in their relationship with each other and various psychological variables. Suggested detailed planning and design requirements for the preschool facility cover the education/training area, ancillary area, administrative area, storage, furniture, and safety. The planning and design process necessary for utilization of these guidelines is illustrated by four hypothetical case studies in which facilities are designed for different day care situations. (KW)

ED 058 679 EC 040 989

Kohl, John W. Marro, Thomas D.
A Normative Study of the Administrative Position in Special Education. Final Report.

Pennsylvania State Univ., University Park. Center for Cooperative Research with Schools.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No—BR-4-8-2266

Pub Date Mar 71

Grant—OEG-0-70-2467(607)

Note—330p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Administration, Administrative Organization, *Administrative Policy, *Administrator Role, *Exceptional Child Education, *Handicapped Children, National Surveys

A national survey was conducted of local administrators of special education who administered more than two special education programs and who spent at least 50% of their time in special education administration, in order to gather normative data about the local administrator. It was found that the majority of administrators were married men between the ages of 35 and 49 years. Administrative experience and preparation usually consisted of 10 to 19 years of professional experience as teacher, supervisor, or administrator, with an average of 1 to 3 years as a special education administrator; more than half the administrators had studied 1 year beyond the Master's degree. Conditions of employment were found to usually include a 12 month contract, a 45-hour work week, and an annual salary average of \$14,687. As administrators, many viewed themselves as leaders who performed important roles in policy development for the educational system and as supervisors, many viewed their roles as that of modifying and adapting curriculum of special education programs. Also examined were the organizational characteristics of the special education program, resources available for administration, community relations, and selective administrative opinions. (CB)

ED 058 680 EC 040 990

Preparation of Graduate Students in Speech Pathology and Audiology for Employment in Community Hearing and Speech Agencies.

American Speech and Hearing Association, Washington, D.C.; National Association of Hearing and Speech Agencies, Washington, D.C.

Pub Date Aug 71

Note—69p.; Proceedings of a Workshop (Monterey, California, March 5-8, 1971)

EDRS Price MF-\$0.65 HC-\$3.25

Descriptors—*Administrative Policy, Audiology, *Aurally Handicapped, Conference Reports, Educational Trends, *Exceptional Child Services, *Graduate Study, *Professional Personnel, Qualifications, *Speech Handicapped, Speech Pathology

Extensive recommendations by workshop participants on the preparation of graduate students in speech pathology and audiology are followed by four resource papers given at the workshop. Recommendations concern provision of services based on total management of communication disorders in hearing and speech centers, general philosophies and principles of training programs, graduate degree programs, relationships between training centers and service agencies, and professional standards and certification. John E. Kralewski then discusses the training of hearing

and speech professionals for the future health care system and pays special attention to changes occurring in the health care delivery system such as organizational developments and the American Hospital Association proposed plan. The second paper, by D. C. Spriestersbach, examines differing philosophies involved in educational programs for preparation of speech pathologists and audiologists and notes trends toward more emphasis on comprehensive medicine, more interprofessional sharing of responsibilities for management problems, and more flexible admission procedures. Different philosophies of administrative policy are noted briefly by Jack L. Bangs, followed by mention of the data boom, computerization, age extension, linguistics, and punishment by John V. Irwin. (CB)

ED 058 681 EC 040 991

Vennard, Bruce Penniman, Terry L.

Quality Math Experiences.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Jan 72

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Guidelines, *Mathematics, Measurement, *Mentally Handicapped, Money Management, *Teaching Methods, Time

Presented are teaching methods for the instruction of mathematics to mentally retarded children. Although the ideas are developed from simple to complex, there is no attempt to correlate mathematical ideas with grade levels. The general stated philosophy is that the retarded child learns best by experiencing and finds satisfaction and reinforcement in successful endeavors. Guidelines for the instruction of fundamental operations in mathematics cover addition, multiplication, subtraction, and division. The use of a number line in addition and the teaching of multiplication after addition and before subtraction are advocated. The number line is also advocated in the teaching of subtraction and division. The section on the teaching of time includes many sample work sheets that may be helpful in the sequential presentation of time-related concepts. The chapter on teaching of measurement emphasizes that the teaching of measurement will be augmented if many play activities requiring use of measurement techniques accompany the instruction. The last instructional section concerns money and emphasizes that children need to have many experiences handling real money under supervision. Suggested learning sequences, activities, and reinforcements accompany the sections on measurement, time, and money. (CB)

ED 058 682 EC 040 992

Fassler, Joan Bryant, N. Dale

Task Performance, Attention and Classroom Behavior of Seriously Disturbed, Communication-Impaired, "Autistic"-Type Children under Conditions of Reduced Auditory Input. Interim Report.

Columbia Univ., New York, N.Y. Research and Demonstration Center for the Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-4-2-2001

Pub Date Aug 70

Grant—OEG-2-7-070701-4249

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention Span, *Aural Stimuli, *Autism, Class Activities, Communication Problems, Emotionally Disturbed, *Exceptional Child Research, *Performance Factors, Psychotic Children

This study investigated attention and performance on simple tasks as well as classroom attention of seriously disturbed, communication-impaired, autistic-type children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). Under ear protector conditions, there was a significant increase in the amount of attention given to most of the tasks and there was significant improvement in performance on two of five tasks. In addition, teacher ratings indicated a significant improvement in classroom attention under ear protector conditions. It was concluded that a significant

number of autistic-type children do improve in classroom attention and show some gains in attention and performance on certain tasks under conditions of reduced auditory input. (Author)

ED 058 683

EC 040 993

Fassler, Joan Sweeney, Eleanor

Performance and Classroom Behavior of Seriously Disturbed, Verbally Communicative, Psychotic-Type Children under Conditions of Reduced Auditory Input. Interim Report.

Columbia Univ., New York, N.Y. Research and Demonstration Center for the Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-4-2-2001

Pub Date Jan 71

Grant—OEG-2-7-070701-4249

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention Span, *Aural Stimuli, Emotionally Disturbed, *Exceptional Child Research, *Performance Factors, *Psychotic Children

This study investigated the classroom attention as well as performance on simple tasks of seriously disturbed, psychotic-type, verbally communicative children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). No significant difference was found in either task performance or classroom attention under the ear protector as compared with the placebo condition. However, the data did indicate that those subjects who appeared to improve in classroom attention under ear protector conditions were subjects who exhibited serious language disorders, and it was suggested that this finding might merit further consideration. (Author)

ED 058 684

EC 040 994

Clinton, LeRoy

Some Effects of Between-Trials Variability and Initial Response Outcome on the Alternation Discrimination Learning of Mentally Retarded Adolescents. Interim Report.

Columbia Univ., New York, N.Y. Research and Demonstration Center for the Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-4-2-2001

Pub Date Sep 70

Grant—OEG-2-7-070701-4249

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Behavior Change, *Discrimination Learning, Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, Operant Conditioning, *Reinforcement

This study investigated the effects of between-trials variability on the alternation discrimination of retardates. Brightness and size were variable between trials and irrelevant. Initial response outcome and mental age were also independent variables. Neither between-trials variability nor mental age produced a significant main effect, while the main effect of initial response outcome was significant. Non reinforcement of the first response was associated with significantly more nonalternation responses than was the condition of reinforcement for the first response. The results were discussed in terms of the Zeaman-House Attention theory and subject response predispositions. (Author)

ED 058 685

EC 040 996

Tynchuk, Alexander J.

Effects of Verbal Concept Training Versus Stimulus Enhancement on Verbal Abstracting in Institutionalized Retarded Delinquent Boys. IMRID Papers and Reports, Volume VIII, No. 1.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 71

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Concept Formation, *Delinquents, *Exceptional Child Research, Institutionalized

(Persons), Males, *Mentally Handicapped, Verbal Ability, *Verbal Learning

Effects of verbal concept formation training and stimulus enhancement on verbal abstracting were studied in 48 delinquent, mentally retarded, adolescent boys (age range 15 to 18 years) who resided in a state institution. Two two-word similarities tests were used to measure verbal abstraction in the pretest session. The first condition of stimulus enhancement consisted of two five-word similarities tasks, and the second stimulus enhancement condition consisted of two two-word similarities tasks. Four tests were used to measure verbal abstraction in the posttest period. Identical instructions were given for pretests and posttests. Research results indicated that apparent verbal abstracting deficit in cultural-familial retarded individuals resulted from a deficit of information input. Verbal abstraction scores were raised by increasing the number of exemplars in a verbal abstraction task. It was found that concept training procedures designed to familiarize the subject with concept names and exemplar words aided future performance on tasks utilizing the same concepts with different exemplars. Results indicated that training did not aid performance on a task with different concepts. Appended were a review of pertinent literature and a listing of the concepts and tests used in the experiment. (CB)

ED 058 686 40 EC 040 997

Stolz, Walter Sitton, Clydette

A Research and Training Program in Selected Aspects of Lexical and Syntactic Development in the Mentally Retarded. Interim Report.

Austin State School, Tex.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-53-2163

Pub Date Sep 70

Grant—OEG-0-9-532163-4698(032)

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Students, *Exceptional Child Research, Institutionalized (Persons), *Memory, *Mentally Handicapped, *Stimulus Behavior

Studied was memory for visually and auditorily presented stimuli in 29 institutionalized, mentally handicapped children, 29 normal second and third graders, and 29 5- and 6-year-old children enrolled in a Head Start program. Lists of visually and auditorily presented stimuli were learned by the three subject groups. Results indicated that trials to criterion did not differ across conditions for the normal second and third graders, but in the retarded group and in the Head Start group, the visual condition was found to require fewer trials than the auditory. The results were interpreted in light of the view that the retardate's cognitive development parallels the normal child's cognitive development in sequence, but at a slower pace. (CB)

ED 058 687 EC 041 012

Ball, Thomas, Ed.

A Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child.

Santa Cruz County Board of Education, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education; California Univ., Santa Cruz.

Pub Date 71

Note—285p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Design, *Curriculum Guides, Curriculum Planning, *Exceptional Child Education, Mentally Handicapped, *Multiply Handicapped, *Trainable Mentally Handicapped

Identifiers—California

The guide is intended for teachers of profoundly retarded and severely multiply handicapped children in California. It suggests relevant methodologies and media for such children as well as sample curricula for use in Development Centers for Handicapped Minors and state and private institutions. The major portion of the document consists of instructional plans which provide examples of activities and programs in specific curriculum areas and which are intended as guides to curriculum planning. Major areas covered are ambulation, stimulation, communication, self help skills, imitation, and behavior problems (self destructive behavior, aggression,

and blindness). Each instructional plan states objectives, prerequisites, instructional methods, and learning activities, and is followed by a critical commentary identifying strong points and difficulties perceived in the plan. A final section discusses theoretical considerations involved in a philosophy of curriculum planning for Development Centers. (KW)

ED 058 688 EC 041 013

Special Education Facilities: Schools and Playgrounds for Trainable Mentally Handicapped Children.

Ontario Dept. of Education, Toronto. School Planning and Building Research Section.

Pub Date 71

Note—25p.

Available from—Ontario Dept. of Education, Toronto. School Planning and Building Research Section

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Architectural Programing, *Building Design, *Classroom Arrangement, Educational Facilities, *Exceptional Child Education, Mentally Handicapped, *Playgrounds, School Buildings, *Trainable Mentally Handicapped

Intended to assist school boards in planning educational facilities for trainable mentally retarded children, the booklet contains designs illustrating both the general structure and specific room arrangements for various sizes of school and various age groups. The designs show small, self-contained schools where mobility in the grouping of classes and flexibility in the arrangement of training facilities can be achieved easily. In addition to building layout and classroom arrangement, suggestions are made concerning bathrooms, playroom, kitchen, craft room, principal's office, and staff and health room. Discussion of the playground area covers both the planning of outdoor areas and specific types of recommended playground equipment. (KW)

ED 058 689 EC 041 126

Sussman, Allen E., Ed. Stewart, Larry G., Ed.

Counseling with Deaf People.

New York Univ., N.Y. School of Education.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 71

Note—158p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adults, *Aurally Handicapped, *Communication Problems, *Counseling, *Counseling Effectiveness, Counselor Role, Counselors, Counselor Training, *Exceptional Child Services

The book presents information on effective counseling with deaf people by discussing issues that confront counselors and administrators involved in providing counseling services to deaf people. A basic assumption of the book is that deaf people of all ages have been frequently denied counseling services due to communication problems between counselor and deaf client. Examined first by Boyce R. Williams and Allen E. Sussman are the psychological and social ramifications of deafness in the individual's personal, social, and vocational adjustment and development. Then McCay Vernon points out the current status of counseling with deaf people. In their analysis of principles of counseling with deaf people, C.H. Patterson and Larry G. Stewart offer excerpts from four different counseling sessions with four different deaf clients in order to demonstrate successful communication and counseling. Next, Richard W. Thoreson and Norman L. Tully explain the role and functions of the counselor with deaf people. The last discussion, by John F. McGowan and Geno M. Vescovi, is concerned with selection, education, and training of rehabilitation counselors in general and counselors of the deaf in particular. (CB)

ED 058 690 EC 041 166

Cantrell, Mary Lynn

Academic Programming in the Re-Education School.

Tennessee State Dept. of Mental Health, Nashville.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [70]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Behavior Problems, *Elementary School Students, *Emotionally Disturbed, *Exceptional Child Education, Learning Disabilities, Mathematics, Operant Conditioning, Positive Reinforcement, *Programed Instruction, Spelling

Presented are 12 programed instruction exercises in writing letters of the alphabet, spelling words, addition, numeral-number association, subtraction, color words chart, answering basic questions about stories, sentences, paragraphs, and paragraph titles for elementary school children who demonstrate a learning disability and/or behavior problem. Three assumptions behind the programing of the 12 exercises are said to be that academic skills are important for the children, that efficient instruction is needed, and that learning is assumed to be an individual experience. The programing follows principles of behavior change, operant conditioning, and positive reinforcement. (For two related pamphlets, see EC 041 167-8.) (CB)

ED 058 691 EC 041 167

Rousseau, Frank

Behavioral Programming in the Re-Education School.

Tennessee State Dept. of Mental Health, Nashville.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Behavior Problems, *Elementary School Students, *Emotionally Disturbed, *Exceptional Child Education, Operant Conditioning, Reinforcement

Discussed briefly are techniques of behavior change used in behavioral programing for emotionally disturbed elementary school children with behavior problems. The author considers the child's ecology as a significant influence on the child's behavior, by which he means all the experiences and relationships that a child encounters in his educational environment. Ten behavioral assessment steps are described for use in attempting to extinguish already established inappropriate behaviors. After receiving an educational diagnosis, the child's academic and behavioral programs are mapped out. Both short-term and long-term goals are established for the child. Mentioned briefly are contingency contracting, the Premack principle in which the reward is adapted to the child, group activities, token economy, and time out. (For two related pamphlets, see EC 041 166 and EC 041 168.) (CB)

ED 058 692 EC 041 168

Weinberg, Steve, Ed.

The Children's Re-Education Center: An Overview.

Tennessee State Dept. of Mental Health, Nashville.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jan 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Behavior Problems, Educational Programs, *Elementary School Students, *Emotionally Disturbed, *Exceptional Child Education, Operant Conditioning, Reinforcement, Residential Care

One of three documents in a series, the pamphlet presents an overview of the children's re-education center program in Tennessee. The program involves the application of behavior change principles to emotionally disturbed elementary school children with behavior problems while the children reside at the residential facility for an average duration of 6 months. The program aims to change the child's behavior so that he can return to his normal life in the community and school. The child's problems are approached from educational, behavioral, and ecological viewpoints. Discussed are the referral procedure, the physical setting of the three Tennessee re-education centers, and the organization of a children's re-education center. Job descriptions and qualifications are noted for teacher counselors, diagnostician, aides, supervisory personnel, and principal. The individual child's curriculum is then explained to be adapted to his specific needs with emphasis on group counseling. Also noted

are the school's efforts to consider all the influential factors within the child's educational environment and the schools' camping program. (See also EC 041 166-7.) (CB)

ED 058 693 **EC 041 169**
Impact 5 of the Title VI Programs in the State of Oregon, September, 1970 - August, 1971.

Oregon State System of Higher Education, Monmouth, Teaching Research Div.

Pub Date 71

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Programs, *Exceptional Child Research, Federal Aid, *Handicapped Children, *Program Evaluation, State Programs

Identifiers—Elementary and Secondary Education Act Title VI, *Oregon

Reported were the evaluations for 18 Oregon projects funded with Elementary and Secondary Education Act Title VI monies for the fiscal year 1971. One project was funded for the entire school year and 14 were funded for the September to June period. Three projects were funded from November through June. Four of the projects were trainable mentally retarded, three were learning disabled, three were hearing impaired and deaf, two were emotionally disturbed, and one each for educable mentally retarded, educable mentally retarded with extreme learning problems, physically handicapped, multiply handicapped, deaf blind, and all handicapping conditions. The total number served was 1,847 children. The total cost of the program was \$239,997, with an average per child expenditure of \$13.00. In general, the projects were found to be generally successful. For each of the 18 projects, the project title, project location, type and number of children served, funding allocated, and project beginning and ending date were reported. It was concluded that the federal monies were well spent. (CB)

ED 058 694 **EC 041 170**

McClain, William A. Jerman, George
Psychopharmacology with the Behaviorally Disturbed: A Review.

District of Columbia Childrens Center, Laurel, Md.; Howard County Board of Education, Clarksville, Md.

Pub Date [70]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, *Drug Therapy, *Emotionally Disturbed, *Exceptional Child Research, *Research Reviews (Publications), Sedatives

Reviewed on a layman's level was research on psychopharmacology with the emotionally and behaviorally disturbed. General conclusions drawn from the many studies were that the effect of drugs on intellectual functioning had not been determined and that there was little evidence to indicate that the learning process was consistently and reliably affected in certain predictable ways. It was advised that the psychologist be informed when a subject was receiving drug medication, the drug name, and dosage. The review concerned stimulants, tranquilizers, and sedatives frequently used by pediatricians. Stimulants referred to in research included dextroamphetamine, D-amphetamine, methylphenidate, monoaminoxidase inhibitors, amiripryline, proamiripryline, and cholinergics; methylphenidate was the drug used most often. Tranquilizers cited were thioridazine, chlorpromazine, reserpine, phenothiazines, diphenylmethanes, fluphenazine hydrochloride, chlorprothixene hydrochloride, promazine hydrochloride, and thioropropazate; drugs were found to be an advisable treatment for behaviorally disordered children. Sedatives covered included diphenylhydantoin sodium and captodiamine hydrochloride. (CB)

ED 058 695 **EC 041 171**
Mussen, Paul H., Ed. Rosenzweig, Mark R., Ed.
Annual Review of Psychology: Volume 23, 1972.
Pub Date Feb 72
Note—786p.
Available from—Annual Reviews, Inc., 4139 El Camino Way, Palo Alto, California 94306 (\$10.00)
Document Not Available from EDRS.

Descriptors—Art, Attitudes, Audition (Physiology), Developmental Psychology, *Intellectual

Development, *Learning Processes, Personality, *Predictive Measurement, *Psychology, Psychotherapy, *Research Reviews (Publications)

Nineteen papers reviewed the major works published during the most recent four years in the field of psychology. Most of the publications reviewed were American, but due to the stated concern with international coverage, the volume began a series of chapters on psychological research in other countries. Topics reviewed were developmental psychology including infant behavior, environmental and hereditary influences, and intellectual development; derived motives, which covered different kinds of cues; neurophysiology of learning, focusing on neural correlates of learning and biological models of learning; thought processes; individual decision making and behavior; abilities of intelligence, creativity, and learning; individual differences and psychology of learning; social research in ethology; audition; color vision; personality; sensory processing, motor development, and cerebral hemisphere function; effects of chemical and physical treatments on learning and memory; attitudes and opinions; personnel selection; projective methodologies; psychotherapeutic processes; aesthetics and art; and psychology in Japan. The author index and subject index are followed by a cumulative index for both contributing authors and chapter titles for volumes 19 to 23. (CB)

ED 058 696 **40** **EC 041 228**

Goldstein, Herbert And Others

A Demonstration-Research Project in Curriculum and Methods of Instruction for Elementary Level Mentally Retarded Children. Final Report.

Yeshiva Univ., New York, N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0395

Pub Date Oct 69

Grant—OEG-32-42-1700-1010

Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum, *Educable Mentally Handicapped, Educational Methods, *Exceptional Child Research, *Inductive Methods, *Inservice Teacher Education, Mentally Handicapped, *Social Development, Special Education Teachers, Teacher Characteristics

The 2-year demonstration and research project involved 17 experimental (E) and 7 control (C) special class teachers of mentally retarded students (average CA 9-3 and 9-7, average IQ 68 and 65, respectively). All E teachers were given inservice training in a specific teaching curriculum (Social Learning Curriculum) and method (inductive method), and provided with on-going assistance from program consultants. Tape recordings and observational rating scales were used to assess teacher use of the method and curriculum. Students' progress in intelligence, achievement, personality development, and cognitive style was evaluated by formal tests. It was found that E teachers used the social learning curriculum and inductive method more consistently and effectively than did C teachers; E students were superior in personality development (striving for success) and aspects of divergent thinking; there was little correlation between teacher background characteristics and use of the curriculum and method. It was concluded that application of a socially oriented curriculum using an inductive teaching style achieves results consistent with needs of retardates at maturity (personality and cognitive characteristics consonant with critical thinking and independent behavior). (KW)

ED 058 697 **40** **EC 041 229**

Miller, June B.

A Demonstration Home Training Program for Parents of Preschool Deaf Children. Final Report.

Kansas Univ., Kansas City, Medical Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-7-0343

Pub Date Sep 70

Grant—OEG-3-7-070343-3014

Note—204p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Auditory Training, *Aurally Handicapped, Child Rearing, Demonstration Projects, Evaluation Methods, *Exceptional Child

Services, *Language Development, *Parent Education, *Preschool Children, Video Tape Recordings

Methods for teaching parents techniques for stimulating audition and language development in their deaf infants were explored over a 3-year period. Families were seen individually at the University of Kansas Medical Center by teachers of the deaf. Techniques were demonstrated for the correlating of hearing and language development with home activities. Additional instruction was given to parents in large and small groups. Videotapes were used as one method of instruction and evaluation. Findings indicated the feasibility of videotaping as an objective evaluation method, while differences in subjective opinion and objective evidence of progress suggest a further need for pinpointing levels of change. Recommendations were made concerning procedures for parent education, sequence of instruction, and program content. (Author/KW)

ED 058 698 **EC 041 230**

Audiological Examinations of Hearing Impaired Students, United States: 1969-70.

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 71

Note—44p.; Series D no. 6

Available from—Gallaudet College Book Store, Washington, D.C. 20002 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Perception, *Auditory Tests, *Aurally Handicapped, Examiners, *Exceptional Child Services, *National Surveys, *Statistical Data

Presented are data on audiological examinations collected by the Annual Survey of Hearing Impaired Children and Youth for over 35,000 students enrolled in special educational programs for the hearing impaired during the 1969-70 school year. Statistics reported include age, sex, and hearing threshold levels (better ear averages) of the students; the audiometric standard used in testing; place conducting audiological examination; profession of examiner; and recency of examination. (Author/KW)

ED 058 699 **40** **EC 041 231**

Reiss, Philip Reiss, Rosalind

Clustering and Subjective Organization in a Free-Recall Task with Retardates: A Comparison of Two Methodologies. Final Report.

State Univ. of New York, Buffalo, Coll. at Buffalo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-422314

Pub Date Mar 71

Grant—OEG-20700043(509)

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Associative Learning, *Educable Mentally Handicapped, *Exceptional Child Research, *Learning Processes, Mentally Handicapped, *Retention

Adolescent educable retardates were presented a list of words which were organized into categories for half of the Ss and randomized for the other half. In addition, a sorting task preceded the list for half of the Ss. Ss were tested for recall after each of three trials. Responses were analyzed by two methods: one required responses of Ss organized into categories predetermined by the experimenter, and one used the organizational patterns of Ss. Contrary to predictions, the sorting task did not result in higher clustering or recall scores. However, organized list presentation resulted in significantly higher recall scores than did randomized presentation. Subjective organization scores could not be obtained due to the very low number of scoreable responses of this type. It was suggested that subjective organization reflects a concept-formation process while associative clustering involves concept-usage. (Author/KW)

ED 058 700 **EC 041 232**

Zakia, Richard D. Haber, Ralph Norman

Sequential Letter and Word Recognition.

Rochester Inst. of Tech., N.Y.

Pub Date 72

Note—3p.; Summary of a paper presented at the AERA Conference (April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, College Students, Communication Skills, *Exceptional Child Research, *Finger Spelling, *Manual Communication, Receptive Language, Serial Ordering

Thirty-three deaf college students were tested on ability to read fingerspelled words and letters and computerspelled words and letters, 19 hearing students were tested on the latter task alone, and 12 Ss highly experienced in fingerspelling were tested on the former task alone. On the word task Ss were scored on percent of words correct, with incorrect responses analyzed to determine whether the word was omitted or mistaken. The letter task was scored on number of letters correct and in proper order, and on number correct in any order. Findings showed positive correlations between ability to read fingerspelled and computerspelled words (similar sequential tasks), and between ability to read words and identify letters. Deaf Ss were superior to hearing Ss in identifying words but inferior in identifying letters. For highly experienced Ss performance on a word task was nearly independent of word length. More letters were identified when Ss wrote letters as they were sent rather than waiting until all letters were sent. Number of letters reported increased as length of letter group increased, but only if order was not considered. Performance for high imagery words was better than for low imagery words. Performance on both word and letter tasks decreased as length and speed increased. (KW)

ED 058 701 40 EC 041 283

Gruen, Gerald E.

Information Processing in Familially-Retarded and Normal Children as a Function of Task Complexity and Motivation. Final Report.

Purdue Univ., Lafayette, Ind. Dept. of Psychology.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-242119

Pub Date Jun 71

Grant—OEG-0-9-242119-4078(032)

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Complexity Level, *Exceptional Child Research, Intelligence Differences, *Mentally Handicapped, *Motivation, Performance Factors, Task Performance, Theories

Three studies compared learning and problem-solving performances of normal and familially-retarded children on tasks differing in complexity, and one study investigated motivational-personality differences. Main purpose of the first three studies was to investigate the controversy between developmental and defect theorists in mental retardation. Study 1 revealed no normal-retarded differences on conservation tasks of unequal difficulty and offered support for the developmental theorists. Studies 2 and 3 also revealed no normal-retarded differences on tasks of low complexity but differences did become apparent on more complex tasks. Normals were better able to eliminate irrelevant dimensions and respond to the relevant dimension in the learning tasks of Study 2 and showed more efficient use of information for generating problem-solving strategies in Study 3. Interpretation of findings was difficult because appropriate equating for socio-economic backgrounds of subjects was possible only in Study 1. Study 4 showed that the personality variables Achievement Need and Locus of Control are significant determiners of probability learning performance. It was concluded that findings had value for any theory of intellectual and motivational systems, but did not resolve the developmental-defect controversy. (Author/KW)

ED 058 702 EC 041 284

Special Education Careers: Programs for Professional Training in Special Education.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 72

Contract—OEC-0-9-180002-4473

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, Educational Programs, *Exceptional Child Education, Graduate Study, *Handicapped Children, *Professional Education, Special Education Teachers, *Teacher Education, Undergraduate Study, Universities

The directory is intended to assist persons interested in making application to or inquiries concerning professional training in special education. Organization is alphabetical, by state and outlying area. Listed first in each section are names and addresses of state administrators with primary responsibilities for state-federal training programs for educators. Next are listed institutions of higher education in that state which offer programs in special education. Names of the appropriate department chairman at each university are given. Code letters for each university listed indicate the types of handicaps for which educational programs are offered. (KW)

ED 058 703

EC 041 285

Gottlieb, Jay Davis, Joyce E.

Social Acceptance of EMRs During Overt Behavioral Interaction. Studies in Learning Potential, Volume 2, Number 21.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Peer Acceptance, *Social Attitudes, *Student Placement

The purposes of the study were twofold: to determine whether educable mentally retarded (EMR) students are rejected during overt interactions with nonEMRs, and to determine whether EMRs who were integrated full-time in a non-graded school were perceived by their nonEMR peers to be similar to segregated EMRs or nonEMRs. Forty-two fourth, fifth and sixth graders were asked to select one of two children as a partner to help them win a prize at a bean toss game. Depending upon the treatment, the other two children were either: a segregated EMR and a nonEMR, an integrated EMR and a nonEMR, or segregated EMR and an integrated EMR. The results indicated that both integrated and segregated EMRs were chosen less often than nonEMRs, and that integrated and segregated EMRs were selected equally often. The findings were discussed in terms of the competence versus liking dimension. Also, it was suggested that future investigations might examine the effects of physical deviance on the EMR's social acceptability. (Author)

ED 058 704

EC 041 286

Babad, Elisha Y. Budoff, Milton

Sensitivity of Learning Potential Measurement in Three Levels of Ability. Studies in Learning Potential, Volume 2, Number 22.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-8-080506-4597(607)

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, *Intelligence Tests, Learning Characteristics, *Measurement Techniques, Mentally Handicapped, Problem Solving, *Slow Learners, Testing, Testing Problems

The Learning Potential Test was administered three times to samples of bright, dull normal, and educable mentally retarded (EMR) children. Training in relevant problem solving strategies was interpolated following the second administration to separate the effects of practice and coaching. As hypothesized, lower-class dull normal and EMR subjects gained more than middle-class bright subjects from the coaching and the practice. Following training, the scores of substantial proportions of EMR and dull normal children fell in the range of the nontrained middle class bright sample. (Author)

ED 058 705

EC 041 287

Gottlieb, Jay And Others

A Preliminary Evaluation of the Academic Achievement and Social Adjustment of EMRs in a Nongraded School Placement. Studies in Learning Potential, Volume 2, Number 23.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-8-080506-4597(607)

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Research, Mentally Handicapped, Nongraded Classes, Peer Acceptance, *Social Adjustment, Special Classes, Student Attitudes, *Student Placement

The evaluation compared the social adjustment and academic achievement of seven educable mentally retarded (EMR) elementary school children who were integrated into a nongraded school with seven comparable EMRs (matched on IQ, sex and SES) who were assigned to segregated special classes. The results indicated that integrated children had significantly more tolerant attitudes toward school and that they reported more favorable scores, although not significantly so, on locus of control, self concept, and standardized achievement testing. Segregated special class children were found to be sociometrically more acceptable than integrated EMRs to their nonEMR peers. Based upon the limited number of subjects involved, the integration model for retarded children appeared to have more salutary consequences than the segregated approach to education. (Author)

ED 058 706

EC 041 288

Babad, Elisha Y.

Effects of Learning Potential and Teacher Expectancies in Classes for the Retarded; or: The Punishing Expectancies. Studies in Learning Potential, Volume 2, Number 24.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-8-080506-4597(607)

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educable Mentally Handicapped, *Exceptional Child Research, *Expectation, Intelligence Level, Mentally Handicapped, Special Classes, *Teacher Attitudes

Identifiers—Self Fulfilling Prophecies

The effects of learning potential and teacher expectancies on IQ, school achievement, and teacher ratings were studied in eight segregated special classes for the retarded. The 58 EMR subjects were divided into four groups in a two design. A strong learning potential effect and a weak teacher expectancy effect were found for the IQ variables. A consistent interaction effect was found for changes in both teacher ratings and school achievement in spelling showing unexpected inferiority of the High Learning Potential-High Expectancy group. The results indicated further support of the validity of learning potential measurement and demonstrate how mental retardation can become a self fulfilling prophecy. (Author)

ED 058 707

EC 041 289

Budoff, Milton

Comments on Providing Special Education without Special Classes. Studies in Learning Potential, Volume 2, Number 25.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-8-080506-4597(607)

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Handicapped Children, *Regular Class Placement, *Student Placement

The discussion of educating handicapped children without special classes emphasizes the importance of looking at the educational process in socio-psychological terms. Referred to are some of the unsuccessful results of segregating students, such as achievement of similar or smaller academic gains, perpetuation of much of the mild mental retardation observed in schools (particularly that which is culturally influenced), and psychological damage to the segregated students. Removal of the stigma attached to special class placement and development of social skills are seen as major reasons for integration in a regular class with support services provided as needed. Discussed are considerations relating to the feasi-

bility of regular class placement; flexibility of school structure; amenability of regular teachers; age, ability, and achievement range of school population; suburban versus urban students and their particular problems; degree of handicap; and ability to make learning potential assessments. (KW)

ED 058 708

EC 041 290

Gottlieb, Jay Strichart, Stephen
Social Contact, Reward Acquisition, and Attitude Change Toward Educable Mental Retardates. Studies in Learning Potential, Volume 2, Number 26.

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-0-8-080506-4597(607)

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Peer Acceptance, Reinforcement, *Social Attitudes, *Social Experience, Student Attitudes

To determine whether social contact (forced versus voluntary) and reward acquisition (winning versus not winning) were differentially effective in influencing positive attitude change toward educable mentally retarded children (EMRs), 68 nonEMR males in the fourth through sixth grades were asked to select either a same-sex EMR or nonEMR as a partner for a bean-bag toss game to help them win a prize. Subjects were able to select the EMR voluntarily or were forced to do so by the experimenter. The game was rigged so the experimenter was able to manipulate winning and not winning the game. Baseline attitude data was collected two weeks prior to the experimental task (T-1), immediately following the task (T-2) and two weeks later (T-3). The results indicated that reward acquisition was more effective than social contact on improving T-2 attitudes scores, but that voluntary social contact was more effective in raising T-3 scores. The findings were discussed in terms of the desirability of integrating EMRs with nonEMRs. (Author)

EM

ED 058 709

EM 009 436

Sachs, David Peter Rubin, David Mark
Mass Media and the Environment: Volume One, San Francisco and Monterey Bay Water Resources.

Stanford Univ., Calif. Dept. of Communication; Stanford Univ., Calif. School of Medicine.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 71

Note—275p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Ecology, *Environmental Criteria, Environmental Influences, *Environmental Research, *Natural Resources, News Media, Pollution, Resource Allocations, Sanitation, Social Responsibility, *Water Pollution Control Identifiers—Monterey Bay, *San Francisco Bay Area

In an interdisciplinary project graduate students from several fields—including medicine and communication—conducted an assessment and critique of media performance in the area of environmental problems. The project had no direct faculty supervision—the first such student project funded by the National Science Foundation. This volume presents an extensive background on the various environmental problems in the San Francisco Bay Area. Specific attention is paid to the political history of the California State Water Project, the water resources in the Bay Area, the problem of optimal resource allocation, and the unique quality of the San Francisco Bay. Comprehensive waste water management plans in the San Francisco Bay Area are surveyed and an examination is made of the environmental problems of the Monterey Bay Area. The question of access to information on nuclear power plant siting is also discussed at some length. For a study of the role of the media in these environmental problems see volume two (EM009437). (JY)

ED 058 710

EM 009 437

Sachs, David Peter Rubin, David Mark
Mass Media and the Environment: Volume Two, The Environmental Information Explosion: The Press Discovers the Environment.

Stanford Univ., Calif. Dept. of Communication; Stanford Univ., Calif. School of Medicine.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 71

Note—322p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Ecology, Environmental Criteria, *Environmental Education, Environmental Research, *Information Dissemination, *Mass Media, *News Media, Newspapers, Radio, Social Responsibility, Television Identifiers—*San Francisco Bay Area

In an interdisciplinary study the role of the news media in environmental problems is examined. A description of the environmental problems of the San Francisco Bay Area and of the many news media which serve this area introduces this second volume of the study. The dimensions of the information explosion in the Bay Area news media are documented in quantitative terms. The study identifies the groups in the Bay Area which can be expected to use the information offered by the news media and the implications of this for the press. The difficulties for the press in reporting environmental deterioration and the damage caused by "environmental" advertising are pointed out. The study also examined the difficulties of gaining access to information about the plans of public utilities; the interrelationship of a growing community and its newspapers and the possible effects of newspaper coverage of urban land use patterns; and the possibilities of getting along without the news media and becoming informed on one's own. The study concludes that the media have alerted the public to environmental hazards, but that continued efforts to pinpoint local problems will be necessary. For the extensive background study of the environmental problems of the Bay Area, see volume one of the study (EM009436). (JY)

ED 058 711

EM 009 467

Pannitt, Merrill, Ed.
TV And Your Child; In Search of an Answer.

Pub Date 69

Note—37p.

Available from—TV Guide, Radnor, Pennsylvania 19088

Document Not Available from EDRS.

Descriptors—*Aggression, Audiences, *Commercial Television, *Programming (Broadcast), Television, *Television Research, *Television Viewing, Viewing Time

Like all television programming, programs for children are aimed to produce profit. Since cartoon shows are inexpensive, they are staples of children's television. These programs can offer sponsors a pure, undifferentiated audience at which to aim commercials for toys and breakfast cereals. In addition to cartoon shows, children watch "Sesame Street," some quality children's programs, and also many "adult" programs. All children watch much television. But research has shown that bright children watch it less and less after their tenth birthday. Less intelligent children remain constant viewers until ages 12 or 13. Then they turn to other media and interests. Many experiments have tried to show how violence on television affects children. The famous experiments by Bandura showed that children who had watched films of an adult pounding a large rubber doll imitated this behavior more than those who had not. But these experiments do not duplicate the type of violence shown on television and therefore are not valid yardsticks. More research must be done. (The articles in this booklet are from TV Guide Magazine.) (JK)

ED 058 712

EM 009 472

Kittes, Jim
Horizons West.

Pub Date 70

Note—176p.; Cinema One Series

Available from—Indiana University Press, Bloomington, Indiana 47401 (\$5.95, paperback \$2.95)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, *Film Study, *Literary Conventions, *Literary Genres, Motifs, Mythic Criticism, *Textual Criticism, *Thematic Approach

The western is the most popular and enduring of Hollywood forms. It is one embodiment of a traditional theme in American culture: the West as both Garden of natural dignity and innocence and also as treacherous Desert resisting the gradual sweep of agrarian progress and community values. Westerns have in common: a) history, America's past; b) themes, such as law versus the gun; c) archetypes, incorporating elements of romance, comedy, tragedy, morality play, and d) icons, symbols which have developed through time, such as the raising of a church in the wilderness. The westerns of three important directors, Anthony Mann, Budd Boetticher, and Sam Peckinpah, are little studied. Typical of Mann is that his heroes are overreachers, extreme men stretching out beyond their reach as if possessed. For Boetticher, the western offers a look at an archaic world where the ambiguous drama of individualism can be played out. Peckinpah's films center on the quest for personal identity. (JK)

ED 058 713

EM 009 474

Bagdikian, Ben H.
The Information Machines; Their Impact on Men and the Media.

Rand Corp., Santa Monica, Calif.

Pub Date 71

Note—359p.

Available from—Harper & Row, Publishers, Inc., 49 East 33rd Street, New York, N. Y. 10016 (\$8.95)

Document Not Available from EDRS.

Descriptors—Audiences, Broadcast Television, *Communication (Thought Transfer), Computers, Economic Change, Information Dissemination, Information Needs, Information Systems, Journalism, Mass Media, *News Media, Newspapers, Public Policy, *Social Change, *Technological Advancement, *Television, Time Perspective

"Today we are on the threshold of a change in human communications which is more powerful and perhaps more significant than all past changes in the technology of information. The way men deal with each other and with the distant world is about to be transformed by a combination of the computer, innovations in the transmission of signals, and new ways to feed images into this system and to take them out. All informational systems, including the news media, will be more intertwined with each other than they are today." This book focuses on what the content of daily information will be, what form it will be delivered in, and how it will be distributed throughout the population. It considers what the most likely technologies are that will change the way the next generation receives its news, what difference it makes in human affairs to have daily events reported rapidly, what the audience for news in the United States is like, and what some of the peculiarities of the news in this country are. Some of the research done for this project on the social, economic, and technological forces that shape today's news in print and in broadcasting is reported. Finally, speculations are offered on what the new technical systems will do to the content and form of news in the United States during the remainder of this century. (Author/SH)

ED 058 714

EM 009 478

Bellone, Julius, Ed.
Renaissance of the Film.

Pub Date 70

Note—366p.

Available from—The Macmillan Company, 866 Third Avenue, New York, N. Y. 10022 (\$2.95)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, Essays, Films, *Film Study, Textual Criticism, Thematic Approach

The post-World War II period was one of the liveliest in the history of the cinema. This is a collection of 33 critical articles on some of the best films of the period. Most of the essays explicate the themes and symbols of the films. The essays deal with these films: "The Apu Trilogy," "L'Avventura," "Balthazar," "Blow-Up," "Bonnie and Clyde," "Citizen Kane," "Dr. Strangelove," "La Dolce Vita," "Farfetched," "Gertrud," "Hiroshima, Mon Amour," "Last Year at Mariendbad," "Lola," "Marnie," "Masculine Feminine," "Miss Julie," "Ordet," "Rashomon," "Red Desert," "The Servant," "The Seventh Seal," "Shoot the Piano Player," "The Silence,"

"La Strada," "This Sporting Life," "Throne of Blood," "Ugetsu Monogatari," "Umberto D," "The Virgin Spring," "Viridiana," and "Woman in the Dunes." Among the critics represented are Andrew Sarris, Roger Greenspun, Stanley Kauffmann, Parker Tyler, Jonas Mekas, James Agee, Pauline Kael, and Robert Brustein. (JK)

ED 058 715 EM 009 480

Gordon, Alice Kaplan

Games For Growth: Educational Games in the Classroom.

Science Research Associates, Palo Alto, Calif.

Pub Date 70

Note—205p.

Available from—Science Research Associates, Inc., College Division, 1540 Page Mill Road, Palo Alto, California 94304 (\$4.25)

Document Not Available from EDRS.

Descriptors—*Classroom Games, *Educational Games, Educational Research, Games, Instructional Materials, Motivation, *Simulation, Social Studies, Student Attitudes, Teacher Role, *Teaching Methods

Among the reasons for using games as a tool in education are that they motivate students, teach difficult concepts, give opportunities to make decisions and solve problems, and give usually poor students a change to take the lead in class. Games now available from producers, most designed for use in social studies classes, are described here in detail. The teacher's role in the game, especially in the important debriefing session, where lessons of the game are made explicit, is explained. Suggestions for designing games and adapting existing games to new situations are given. A section on evaluating the learning impact of games notes that while games are not more effective than other teaching methods, they often teach processes, rather than facts, and they are just about the only medium teaching this. A supplementary section describes games for exploring attitudes of students, teachers, and community members. (JK)

ED 058 716 EM 009 484

Parameters of Individualization: Part One, Cognitive Style.

Maryland State Dept. of Education, Baltimore.

Pub Date 70

Note—65p.

Journal Cit—Abstracts of Educational Research; vol 4 n1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Academic Performance, Cognitive Ability, Cognitive Development, *Cognitive Processes, Cognitive Tests, Educational Research, *Family Environment, Family Influence, Individualized Instruction, *Information Processing, Intelligence Tests

Abstracts of important research on cognitive style, which has implications for individualized instruction, are presented. Studies are presented which investigate the effect of early childhood correlates of cognitive style, consider the impact of family environment on the highly intelligent and highly creative adolescent, examines similarities and differences in cognitive style between parents and their children, and investigate the functions of status variables in the development of a preferred response mode. Studies on cognitive styles and information processing deal with concept learning and information processing in the child, relate inductive reasoning to cognitive style, and investigate the interaction between cognitive style and information processing under conditions of distraction. Studies on cognitive style and academic performance, cognitive mappings, and modifiability of a conceptual tempo are also abstracted. For each study, the purpose, review of procedure, conclusion, and comment are given. (JK)

ED 058 717 EM 009 490

Teaching Black: An Evaluation of Methods and Resources.

Stanford Univ., Calif. Multi-Ethnic Education Resources Center.

Spons Agency—San Mateo County Superintendent of Schools, Redwood City, Calif.

Pub Date 71

Note—105p.

Available from—Multi-Ethnic Education Resources Center, Bldg. 30, Rm. 32, Stanford, Ca. 94305 (HC, \$4.00); Education Resources Center, San Mateo County Office of Educa-

tion, 590 Hamilton St., Redwood City, Ca. 94603 (MF \$5.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*African American Studies, African Culture, *Annotated Bibliographies, Bibliographies, Black Community, *Course Descriptions, Cultural Images, Curriculum Evaluation, Educational Resources, Evaluation Criteria, *Negro Culture, Negroes, *Negro History, Negro Stereotypes, Social Studies Units

Identifiers—Black Studies

Methods and resources available for teaching about black culture and history in Africa and America are evaluated. An introductory essay, "The Black Experience: A Historical Overview," emphasizes aspects of black history which most black scholars deem relevant for correcting error and distortion, filling gaps of knowledge, and helping black youth establish their identity. Curriculum packages developed by school districts were evaluated according to 1) whether their assumptions were based on African values and perspectives, 2) whether they destroyed stereotypes held by non-black students, and 3) whether they provided positive identity reinforcements for black students. Of 236 packages evaluated, 40 are recommended for use and are described here. They are arranged according to classroom type (all black, all white, mixed) and by grade level (K-4, 5-8, 9-12). The packages are all available on microfiche. An annotated list of books, periodicals, and films which can be used as resources is included. (JK)

ED 058 718 EM 009 491

Demodulator 1971.

GTE Lenkurt, San Carlos, Calif.

Pub Date 71

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Broadcast Reception Equipment, Cable Television, *Communications, *Communication Satellites, Community Antennas, Computers, Microwave Relay Systems, Pollution, Technological Advancement, *Telecommunication, Telephone Communications Industry

Twelve articles dealing with telecommunication systems are presented. The articles are for the most part considerations of some of the potential uses and of the technical problems of communication networks used for commercial and educational purposes. Among the topics are the application of communication technology to control pollution, the CATV (Community Antenna Television) video microwave link, the computer in industry, coaxial cable transmission, and the 12 GHz band. (JY)

ED 058 719 EM 009 493

Learning Resources Center Staff 1971-72.

William Rainey Harper Coll., Palatine, Ill.

Pub Date 71

Note—107p.; Appendix, Faculty and Staff Guide to the Learning Resources Center

Available from—Learning Resources Center, William Rainey Harper College, Algonquin & Roselle Roads, Palatine, Illinois 60067

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Educational Facilities, *Guides, *Instructional Materials Centers, *Job Analysis, *Junior Colleges, *Professional Personnel, Task Performance

The Learning Resource Center (LRC) at the William Rainey Harper College offers instructional services to assist faculty and students in the selection, production, and utilization of educational media; a library which contains 40,000 volumes, newspapers, and periodicals; and flexible facilities for instruction such as seven lecture/demonstration rooms designed for large group instruction, and independent study facility, and an innovative diffusion center. A guide to these services and a list of the job analyses and task functions for the LRC professional staff are presented. (JY)

ED 058 720 EM 009 501

Catalog of Programmed Instructional Material.

(Including Change I).

Department of the Navy, Washington, D.C. Bureau of Naval Personnel.

Spons Agency—Department of the Navy,

Washington, D.C. Bureau of Naval Personnel.

Report No.—NAVPER-93826A

Pub Date 15 Jun 71

Note—475p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Catalogs, Educational Programs, Job Training, *Military Science, Military Training, Programed Instruction, *Programed Materials

Identifiers—United States Navy

A catalog lists programed instruction material for military tasks that has been developed by the U.S. Navy. Part one of the catalog lists programed material alphabetically by subject area. Information provided for each program includes title, classification, identification code to be used when requesting copies of the program, population for whom the program was designed, style of programing, average time to complete the program, validation data, and author. Part two lists programs under development alphabetically by subject area. Programs in parts one and two are indexed and cross-referenced in the third section. Complete addresses for obtaining programed material are given in a fourth section. (JY)

ED 058 721 EM 009 502

Preparation of Learning Objectives.

Department of the Navy, Washington, D.C. Bureau of Naval Personnel.

Report No.—NAVPER-93913

Pub Date May 68

Note—172p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Military Training, Programed Instruction, *Programed Texts, *Workbooks

Identifiers—United States Navy

The material in this programed workbook is divided into three sections. Section one introduces the subject of learning objectives and explains their use and importance. Section two describes a U.S. Navy handbook on writing learning objectives and teaches the student how to use the handbook as a working reference guide. Section three provides the student with practice in the actual preparation of teaching goals in terms of relevant, practical objectives. Although the workbook is aimed at military personnel, the material it presents is broadly applicable and intelligible to non-military as well. (JY)

ED 058 722 EM 009 511

Herndon, James

The Way It Spozed to Be: A Report on the Classroom War Behind the Crisis in Our Schools.

Pub Date 68

Note—188p.

Available from—Simon and Schuster, 630 Fifth Avenue, New York, N.Y. 10020 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Culturally Disadvantaged, Junior High Schools, Junior High School Students, *Negro Students, *Nonauthoritarian Classes, Racial Characteristics, Racial Discrimination, *Secondary School Teachers, *Teaching Experience, Teaching Methods, Teaching Models

The author taught for one year in a ghetto junior high school. His experiences there are the subject of this book. He refers to his black students as The Tribe. Instead of the poverty and matriarchy which are often called characteristics of black society, he found these traits most important: the desire for a surplus, rather than just enough; a willingness to insult other black students with epithets which whites use against blacks, and "The Plop Response"—a kind of terror that comes from an overwhelming sense of powerlessness. Inasmuch as traditional teaching techniques were of little help with these students, the author had to improvise as he went along, often letting the classes organize themselves and their projects. If this meant a class regularly wrote a list of popular songs on the blackboard or staged "Cinderella", at least they were writing and reading. Gradually, this method did start to produce results. When all the other classes rioted in the spring, the author's classes did not. Still, the principal discharged the author. The principal said the riots were riots against order, and that the author had never imposed order on his classes. The author contends that ghetto schools are only the most visible sign of the failure of our whole school system. (JK)

ED 058 723 EM 009 512

Brown, Les

Television: The Business Behind the Box.

Pub Date 6 Oct 71

Note—374p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, N.Y. 10017 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, Business Responsibility, *Commercial Television, News Media, Programming (Broadcast), *Television

Television is above all a business: the prime objective is to make money. What is bought and sold is not programs but audience. Sponsors pay for the right to reach so many millions of viewers at such and such a time. Since ratings determine the size of the audience, and therefore the cost of advertising, they are the prime and almost the only influential factors at the networks. Lesser considerations are government influence (since stations are licensed by the government) and the image a network wants to build for itself. In the course of a typical year, programs are scheduled, rating wars go on, the government is placated, network executives do battle, local stations are kept in line. Throughout all of this, the television networks' motives for action are usually base and petty. Two of the most powerful men in the business resigned their positions and found other jobs they hope will be meaningful. Even those men had been slaves to the system; their actions had been controlled by their jobs. (JK)

ED 058 724 EM 009 513

Lenn, Peter D. Maser, Thomas F.
Computer Assisted/Programmed Instruction on the Law. Final Report.
American Analysis Corp., San Francisco, Calif.; Oakland Police Dept., Calif.

Spons Agency—California Council on Criminal Justice, Sacramento.

Pub Date 30 Jun 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Computer Assisted Instruction, Instructional Materials, Law Enforcement, *Law Instruction, *Police, *Programed Instruction, Programed Materials, *Program Evaluation

Four programed instruction courses were developed in the form of printed texts. They covered the California Penal Code, the laws of arrest, search and seizure, evidence, and dangerous weapons control laws. The programed courses were used as self-study instructional material for recruit training and for in-service training for policemen. The courses proved to be effective and economical. The presentation of the programed lessons at a computer terminal was evaluated and found to be equally effective as the printed material. However, the computer was found to be less efficient in terms of student time and to be more costly than the workbook format. (JY)

ED 058 725 EM 009 515

Seidel, Robert J.
Who Should Develop Instructional Materials for CAI?

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—HumRRO-PP-20-71

Pub Date Oct 71

Note—10p.; Paper presented at the Computers in Instruction Conference (Los Angeles, California, October 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Instructional Materials, *Material Development, Performance Specifications, Programed Instruction

The nonprofit special organization as a developer of computer-administered instruction (CAI) is advocated in this paper. The organization of universities and their mode of operation do not lend themselves to instructional product development. Faculty members engage in such efforts on a part-time basis and in competition with higher priority concerns. Also, universities and their faculties tend to have few incentive structures to promote compatibility and widespread dissemination for their instructional products. While commercial publishing houses have such interest, their profit-making needs mitigate against expensive cyclical product developments aimed at maximizing instructional effectiveness. Because the nonprofit special organization's mission orientation, internal organization, and reward structure tend to serve this end, it is proposed as the appropriate developer. (Author/JK)

ED 058 726

Kopstein, Felix F. Siedel, Robert J.

Psychology and/or Cybernetics as Basis for Instructional Strategy.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—PP-22-71

Pub Date Nov 71

Note—12p.; Paper presented at the American Educational Research Association Annual Meeting (Minneapolis, Minnesota, March 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association (Psychological), *Behavioral Science Research, Conditioning, *Cybernetics, *Learning Theories, Paired Associate Learning, *Programed Instruction

Can the laws of learning be applied in the classroom? The issue is whether control over the stimulus affords management-control over the learning processes within the student. The S-R (stimulus-response) position in psychology, most notably associated with Skinner, tends to accept and assert the affirmative. However, accumulated experience with programed instruction leaves some doubt that effective and efficient instructional strategies can be derived solely from behavioral psychology. As an alternative basis for deriving meaningful instructional strategies, cybernetics has much to recommend it. The principles of iterative feedback control and regulation in the instructional process are discussed in this paper. The use of these principles in recent instructional theories is briefly illustrated. (Author)

ED 058 727

Feinstein, Phyllis

All About Sesame Street.

Pub Date 71

Note—187p.

Available from—Tower Publications, Inc., 185 Madison Avenue, New York, N.Y. 10023 (750)

Document Not Available from EDRS.

Descriptors—Commercial Television, Compensatory Education, *Educational Television, Minority Group Children, Preschool Children, *Preschool Education, *Programming (Broadcast), *Television, Television Viewing

Identifiers—Children's Television Workshop, *Sesame Street

The behind-the-scenes story of "Sesame Street" is told from its origin as a "good idea," through the development of the Children's Television Workshop, to the casting of the now familiar characters, Susan, Bob, Gordon, Mr. Hooper, and the Muppets. Details of producing the show are described with anecdotes. The effect of "Sesame Street" on its young viewers, on commercial television programming for children, and education in general is also discussed informally. (JY)

ED 058 728

Suid, Murray And Others

Painting With the Sun. A First Book of Photography.

Educational Design, Inc., New York, N.Y.

Pub Date 70

Note—52p.

Available from—Educational Design, Inc., Educational Resources Division, 46 West 13th Street, New York, N.Y. 10011 (\$2.45)

Document Not Available from EDRS.

Descriptors—Art Activities, *Children, Film Study, *Manuals, Photographic Equipment, Photographs, *Photography

Based on the premise that photography can help us to see the world in a different, richer way, this booklet is designed to encourage and instruct young beginners in the art of photography. The presentation of written information is simple and kept to a minimum, and the ideas are liberally illustrated. The format is problem-oriented—problems are presented in each of the chapters which are designed to establish a deeper understanding of photography through actual practice with the materials. The first few chapters serve as an introduction, briefly discussing the purpose of the booklet and describing the way photography works. Other chapters consider preparation, what to photograph, "thing" subjects, person subjects, place subjects, happening subjects, ways to improve photographs, judging

EM 009 517

photographs, writing captions, writing from pictures, and photographic comic strips. A final section offers information, imagination, and autobiography projects. (SH)

ED 058 729

Johnson, Leland L.

Cable Television and Higher Education: Two Contrasting Experiences.

Rand Corp., Santa Monica, Calif.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Report No—R-828-MF

Pub Date Sep 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Cost Effectiveness, Facility Case Studies, *Higher Education, *Instructional Television, Teaching Methods, *Televised Instruction

Identifiers—Oregon State University, University of Oregon

In assessing the possibilities of using cable television to serve the needs of higher education, it is useful to examine the experience already accumulated by educational institutions in the use of cable channels. Two particularly interesting cases are those of Oregon State University (OSU) and the University of Oregon. OSU employs its cable channel nearly full-time during the day to televise course presentations (largely of scientific and engineering subjects) to students both on and off campus. Enrollments in these televised courses has grown to 8,500 students annually. The rationale for employing the cable channel is to save money and classroom space. The University of Oregon employs its channel, not to present course materials directly, but to supplement and enrich live course presentations in the classroom by providing programming at the request of individual faculty members. In addition, the channel provides a daily message service, an information service as an integral part of the University's registration procedures, and local community programming. A possible explanation for the University of Oregon's lack of televised course presentations is that the school is largely a liberal arts school and neither the courses nor the faculty are amenable to the idea of new technology. (JY)

ED 058 730

Park, Rolla Edward

Potential Impact of Cable Growth on Television Broadcasting.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—R-587-FF

Pub Date Oct 70

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiences, *Cable Television, *Commercial Television, Models, Prediction, *Television Research

In an effort to assess the potential impact of cable television on broadcasting statistical techniques were used 1) to estimate cable penetration, 2) to build a model describing how the audience divides its viewing among available signals, and 3) to assess relationships between audience and revenue and between revenue and programming. These techniques were put together in a comprehensive computerized model in order to estimate in detail the potential impact of cable on broadcasting. On the basis of these estimates, it is predicted that cable will have the highest penetration in areas with two or fewer local signals; that large stations will likely gain and small stations lose audience as a result of cable growth; that strong positive relationships will exist between quantity and quality of public service and local programming and station revenue; and that the overall revenue lost due to cable (estimated to be about 9 percent) is small enough so that it would be wiped out by one year's normal revenue growth. (Author/JY)

ED 058 731

Putting Words and Pictures About Schools Into Print.

National School Public Relations Association, Washington, D.C.

Pub Date 71

Note—64p.; A how-to guide to better school system newsletters, annual reports, and special purpose printed materials

EM 009 521

Johnson, Leland L.

Cable Television and Higher Education: Two Contrasting Experiences.

Rand Corp., Santa Monica, Calif.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Report No—R-828-MF

Pub Date Sep 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Cost Effectiveness, Facility Case Studies, *Higher Education, *Instructional Television, Teaching Methods, *Televised Instruction

Identifiers—Oregon State University, University of Oregon

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EM 009 522

Park, Rolla Edward

Potential Impact of Cable Growth on Television Broadcasting.

Rand Corp., Santa Monica, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—R-587-FF

Pub Date Oct 70

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EM 009 523

Putting Words and Pictures About Schools Into Print.

National School Public Relations Association, Washington, D.C.

Pub Date 71

Note—64p.; A how-to guide to better school system newsletters, annual reports, and special purpose printed materials

Available from—National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$7.00)

Document Not Available from EDRS.

Descriptors—Annual Reports, Bulletins, Conference Reports, *Descriptive Writing, *Expository Writing, Information Dissemination, Newsletters, Program Descriptions, Publications, Public Relations, Reports, *Technical Writing, Writing Skills

Designed for those responsible for printed materials produced in schools, school systems, and educational organizations, this handbook is a collection of guidelines, tips, and checklists for producing printed materials for the profession and the public. The first two chapters consider elements essential to producing effective publications: purpose, audience, format, writing and editing, art, layout, printing, distribution, feedback, and evaluation and restructuring. The remainder of the handbook deals with these elements in relation to staff newsletters, community newsletters, annual reports, recruitment materials, and more briefly with orientation booklets, curriculum and teaching highlights, financial reports, building dedication brochures, federal and state project reports, and report card stuffers. A final chapter discusses the value and art of photography and the dissemination of news. (Author/SH)

ED 058 732 EM 009 527

Mugge, Dorothy J. And Others
Involvement Bulletin Boards.

Association for Childhood Education International, Washington, D.C.

Pub Date 70

Note—64p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 (\$1.75)

Document Not Available from EDRS.

Descriptors—*Bulletin Boards, Classroom Materials, Creative Thinking, *Discovery Learning, Elementary Education, *Instructional Aids, Language Arts, Mathematics Instruction, Science Education, Social Studies, Student Developed Materials, Teacher Developed Materials, Time Perspective

"Thoroughly engrossing children and stimulating in them the desire to discover as much as possible about the materials displayed, involvement bulletin boards encourage their viewers to interact positively with these materials: to relate and respond." This pamphlet first discusses the rationale and strategies for planning involvement bulletin boards, and then offers explicit information on their construction including artistic principles, sources, and different types of materials that can be used. The next section discusses the construction of language arts bulletin boards, with a consideration of the fundamental meaning of such a curriculum, the ingredients necessary to insure success for all children in language arts, and specific examples of bulletin boards that convey the thinking, feeling, and language of children. Similar information is provided for science and math, social studies, and special occasions and time concepts. A part of this section is also devoted specifically to young children. (Author/SH)

ED 058 733 EM 009 529

Smith, Edgar A.

Use of Portable Video Recorders as an Instructional System Development Tool.

Air Force Human Resources Lab., Lowry AFB, Colo.

Report No—AFHRL-TR-71-38

Pub Date Jul 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Technology, Instructional Media, Instructional Systems, Media Selection, *Systems Approach, Training Techniques, *Video Equipment, *Video Tape Recordings

Small portable videotape recorders can be used economically and effectively as "scratch pads" during course development. Current off-the-shelf equipment can be used for data gathering during the analysis of systems requirements and initial development of course equipment and test materials. Such equipment has been beneficial in revealing objectives that might otherwise be overlooked, developing a logical presentation without extraneous material, establishing definable objectives, and encouraging self-evaluation as an integral part of the learning process. During the development and validation stages, the equipment can be used for initial scripting, for editing and re-editing, for obtaining content approval, and for individual tryout by students. Finally, the techniques enable the course writers to obtain a viewable end product before they have to commit themselves on the media to be used. The videotapes can then be used as the draft or shooting script for the development of the manual, motion picture, or prearranged slide sequence. The major criterion is that the equipment be available so that systems designers can use it with a minimum of interruption of their creative endeavors. (Author/JK)

ED 058 734 EM 009 530

Frick, Frederick C.

The Lincoln Terminal System: Civil Applications.

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No—AD-732-266; TN-1971-46

Pub Date 30 Sep 71

Note—36p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-732 266; MF .95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Education, *Computer Assisted Instruction, *Display Systems, Man Machine Systems, Manpower Development, *Microfiche, Microforms, Programmed Instruction, Rehabilitation, Vocational Education

In January 1970, the Massachusetts Institute of Technology Lincoln Laboratory undertook the exploratory development of an automated training system to meet the urgent need for more cost-effective technical training in the services. The report discusses how the concepts and supporting technology currently under development at Lincoln Laboratory might be extended to meet areas of concern in civil education, including vocational training, continuing education, manpower development, rehabilitation, and self-improvement. (Author)

ED 058 735 EM 009 532

Kuhns, Perry W.

Status of High Power Technology for Educational Satellites.

National Aeronautics and Space Administration, Cleveland, Ohio. Lewis Research Center.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date 71

Note—12p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (N71-36190; MF .95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Broadcast Reception Equipment, *Communication (Thought Transfer), *Communication Satellites, *Educational Change, Educational Technology, *Information Networks, Information Retrieval, Information Storage, Input Output Devices, *Telecommunication

Identifiers—NASA, National Aeronautics and Space Administration

The increasing desire to answer the educational needs of all segments of the population will necessitate a broader based communications system such as one based on satellites. The new system will require additional terminals, more interconnections, and more frequencies than are presently in use. To accomplish these goals, we need to use higher transmission power and to develop new spacecraft and ground technologies. As part of the research and development process, this report briefly summarizes the National Aeronautics and Space Administration's (NASA) findings and suggestions concerning low cost receivers, narrow and shaped transmission beams, high efficiency transmitters, high power solar arrays, information storage and retrieval, and frequencies and sharing. (SH)

ED 058 736 EM 009 533

Boucher, Brian G. And Others

A Selection System and Catalog for Instructional Media and Devices.

Grumman Aerospace Corp., Bethpage, N.Y.

Spons Agency—Naval Air Systems Command, Washington, D.C.

Pub Date Oct 71

Note—197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, Autoinstructional Aids, Catalogs, *Educational Specifications, Educational Technology, Individualized Instruction, Instructional Media, *Media Selection, Multimedia Instruction, Programmed Instruction, Simulators, *Systems Approach, *Training Objectives

A system is presented which facilitates the selection of training media and devices based on the requirements of specific learning objectives. The system consists of the use of a set of descriptive parameters which are common to both learning objectives and media. The system allows the essential intent of learning objectives to be analyzed in terms of these parameters covering manner of presentation, instructional strategy, and desired mode of response. A profile of the requirements is matched with the characteristic/capability profile of generic media types. The generic media types include both custom engineered devices and commercially available media such as television, programed texts, models, films, audiotapes, and teaching machines. When the process leads to commercially available training devices, comparisons can be made among over 450 devices described in this report. Appendixes list the devices and give the addresses of manufacturers. (Author/JY)

ED 058 737 EM 009 534

Systems Design Orientation. Final Report.

Oklahoma State Dept. of Institutions, Social and Rehabilitation Services, Oklahoma City.

Spons Agency—Department of Defense, Washington, D.C.

Pub Date May 71

Note—207p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-199 648; MF .95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, *Course Descriptions, *Data Processing, Information Systems, *Management Education, Management Systems, *Manuals, Systems Approach, *Systems Development

A 40-hour course in systems design is described. The course was developed for presentation to non-data processing management personnel whose responsibilities include utilization of data processing services. All course material is included. (Author/JY)

ED 058 738 EM 009 535

Johnson, Richard R.

DATACALL: A Computer-Based Simulation Game for Teaching Research Strategy.

Earlham Coll., Richmond, Ind.

Spons Agency—Esso Education Foundation.

Pub Date Sep 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Educational Games, *Experimental Psychology, Psychology, *Simulation, *Teaching Techniques

The traditional approach to teaching experimental psychology has emphasized laboratory instruction. But too often this means most time is spent on handling rats or wiring circuits. Students would better learn how psychologists think by designing their own, open-ended problems rather than duplicating classical experiments. Since this approach is certainly expensive and possibly not efficient, a partial solution is a computer-based simulation game, which lets a student make some of the kinds of decisions a psychologist would make in collecting data relevant to the problem under discussion. This system leaves out the task of data collection, which though valuable often takes up too much time in an introductory course and also should perhaps be taught separately. The particular task in the DATACALL game is to determine which variables have effects on the outcome of a phenomenon and how big they are. Students play against the computer, and their results are posted so they can be discussed by other students. Advantages of this technique are: 1) rapid data acquisition allows many rounds of practice and more complex designs to be run than would be possible in the usual way, and 2) students are motivated to learn about statistical techniques because they see their relevance to their decision-making. (JK)

ED 058 739 **EM 009 536**
Research on Instructional Strategies for Optimizing the Learning Process. Final Report.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—N71-35326; NASA-CR-121936

Pub Date 30 Jan 71

Note—70p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (N71-35326; MF .95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Science Education, Educational Strategies, Programming

The application of theoretical models of instructional strategies to the design and the implementation of a computer-controlled instructional system and to the development of a practical course of instruction in computer programming is briefly described. (Author)

ED 058 740 **EM 009 537**

Feurzeig, Wallace

Automated Instructional Monitors for Complex Operational Tasks. Final Report.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—R-2272

Pub Date 31 Oct 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Educational Diagnosis, *Flight Training, Perceptual Motor Learning, Problem Solving, *Simulation, Training Techniques

A computer-based instructional system is described which incorporates diagnosis of students' difficulties in acquiring complex concepts and skills. A computer automatically generated a simulated display. It then monitored and analyzed a student's work in the performance of assigned training tasks. Two major tasks were studied. The first, maintaining an aircraft in a holding pattern solely through instrument indicators, involved perceptual motor skills. A monitor system for this task was implemented and used with both new and experienced pilots. The second task area involved the acquisition of those perceptual skills essential to ship maneuvering and collision avoidance. A graduated sequence of course estimation problems presented on a screen permitted both the gradual acquisition of skills and isolation of conspicuous learning difficulties. On the basis of the latter studies, a framework was constructed for detecting those deeper underlying difficulties which show up in more complex and realistic maneuvering situations. Implications for the development of improved methods of behavior modification and their incorporation in training programs are discussed. (Author/JY)

ED 058 741 **EM 009 539**

Davis, Harold S. Crotta, David J.

Instructional Media Center; An Annotated Bibliography.

Educational Research Council of America, Cleveland, Ohio.

Pub Date 71

Note—32p.

Available from—Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113 (\$1.20)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Individualized Instruction, *Instructional Materials Centers, Instructional Media, Program Administration, Program Development, Program Planning, Resource Centers

A growing concern for individualized instruction has made educators aware that all students need access to a wide range of media outside of the typical classroom or traditional library. For those desiring to develop appropriate facilities to fill this need, this bibliography stresses ideas that will enhance the planning, organization, and operation of a modern instructional media center. Approximately 185 references to books, pamphlets, and articles which were published between 1960 and 1971 comprise the bibliography: entries are arranged alphabetically by author, and each is provided with a brief annotation, the date of publication, and the publisher. (Author/SH)

ED 058 742 **EM 009 540**
Visual Materials: Guidelines for Selection and Use in Training Situations.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No.—Pam-T-16

Pub Date Dec 71

Note—20p.; Training Systems and Technology Series, Number Six

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (SN-0600-0609, 300)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Evaluation Techniques, *Instructional Media, *Media Selection, *Training Techniques

The characteristics, advantages, limitations, and uses of the most commonly encountered instructional media are discussed. Guidelines are offered so that a training specialist can select the most appropriate visual material for group instruction. A checklist for evaluating instructional materials is provided. The media covered are projected media (slides, transparencies, filmstrips, television, etc.), real things, cutaways, models, and mock-ups. (JY)

ED 058 743 **EM 009 541**

Vanden Brink, John D., Ed. Wilbur, Thomas, Ed.

Outside the Net, Number Four; Winter-Spring 1972.

Pub Date 72

Note—39p.

Available from—Outside the Net, P. O. Box 184, Lansing, Michigan 48901 (\$2.00 for a 1-year subscription, \$3.50 single copy)

Document Not Available from EDRS.

Descriptors—*Educational Change, *Educational Innovation, *Experimental Schools, *Periodicals, Teaching Methods, Urban Education

The articles in this issue range from a description of starting a successful free school in a St. Louis ghetto to a suggestion for using the public school system for failing to provide adequate education. Personal experiences of a teacher suspended for his radical approach to teaching, of a substitute teacher in a class to teach English to the foreign born, and of high school students at various free schools are also included along with cartoons, book reviews, poems, and other articles about alternative education. (JY)

ED 058 744 **24** **EM 009 542**

Pepyne, Edward W.

The Development and Evaluation of an Interactive Computer System for Use in Counselor Education. Final Report.

Hartford Univ., West Hartford, Conn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-A-004

Pub Date Oct 70

Grant—OEG-1-70-0006(509)

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, *Counseling, Counseling Effectiveness, Counseling Goals, Counseling Theories, Counselor Characteristics, Counselor Educators, *Counselor Evaluation, Counselor Performance, Counselors, *Counselor Training, Interaction Process Analysis, Interviews, Simulation, *Systems Approach

Within the context of programmatic research and an empirical systems approach, an interactive computer system was designed for use in counselor education and assessment. This report first describes the identification of several discrete counseling styles and the development of the Counselor Repertoire Developments System (CRD) to analyze the counseling task, and then concentrates on the design, development, and evaluation of an integrated subsystem of CRD—the Sequential Automated Monitoring of Counselor Repertoire Development (SAMOCORD). A brief overview of requirements for SAMOCORD implementation is provided. The basic objectives of the project are described: the development of a testing program called Program Self-Assessment; the development of a counseling simulation program called Program Counseling Exercises; the development of an interactive process analysis program called Program Interview Analysis; and the development of a computer program for use on remote terminals to provide a linguistic analysis of interview content called Program In-

terview Content Analysis. The remainder of the report describes the developmental procedures, evaluative activities, and implications for counseling curriculum development and research. (Author/SH)

ED 058 745 **08** **EM 009 543**

Heller, Jack J. And Others

Graphic Representation of Musical Concepts: A Computer Assisted Instructional System. Final Report.

Connecticut Univ., Storrs.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-A-056

Pub Date Apr 71

Grant—OEG-1-9-090056-0115(010)

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Graphics, Musical Composition, *Music Education, Music Reading

Identifiers—CASS, *Computer Assisted Synthesizer System

Computer Assisted Synthesizer System (CASS), a portable music synthesizer system which can produce tones from ordinary paper and pencil graphs, was developed and its usefulness for music instruction evaluated in this study. After completion of a pilot study to determine the feasibility of developing CASS and to run a trail test period, 28 fifth and eighth grade students were randomly selected to be given instruction utilizing the system. Subjects received six weeks of instruction, and at the end of this period, they were compared with random samples of instrumental music students and with general music students from the same school. The results indicated that the CASS training was as effective as the study of conventional musical instruments. Because of some unexpected results with the general music students, it is considered that another variable, such as motivation, may be of importance in predicting the differential response to the three treatments. (The technical aspects of CASS are described in an appendix.) (Author/SH)

ED 058 746 **08** **EM 009 544**

A Project to Assess and Document Alternative Modes of Dissemination of Educational Research and Development Information Products. Final Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0709

Pub Date 30 Nov 71

Contract—OEC-0-70-4931

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Information Dissemination, *Instructional Materials, Instructional Media, *Instructional Systems, Instructional Technology, *Multimedia Instruction, *Publicize, Public Relations, Social Studies

The attempts of the Far West Laboratory for Educational Research and Development to disseminate information about their products to educators outside their "home area" are reported. The main focus of attention was on a multimedia information system, called ALERT (Alternatives for Learning Through Educational Research and Technology). ALERT impartially reports on actionable curricular instructional alternatives (K-12) that have a research and development base. Direct mailing and six regional demonstrations were chosen as the primary means to encourage the use of ALERT. A secondary plan was to follow up with some type of direct mail on the American Government Information Unit and also to demonstrate the unit at a convention. The results of these activities are illustrated with samples of promotional literature and letters received in response to the promotional campaign. The lessons learned in the campaign are summarized as a guide to those about to engage in similar activities. (JY)

ED 058 747 **EM 009 545**

Salisbury, Gordon

Catalog of Free Teaching Materials.

Pub Date 71

Note—392p.

Available from—Catalog of Free Teaching Materials, P.O. Box 1075, Ventura, California 93001 (\$2.68)

Document Not Available from EDRS.

Descriptors—*Catalogs, *Classroom Materials, Educational Resources, Instructional Aids, *Instructional Materials, Manipulative Materials, Resource Materials

Free teaching materials which will be available at least until 1973, which have been evaluated by accredited teachers, and which have direct bearing on curriculum are listed in this catalog. Individual items are grouped under appropriate subject headings by title or source, and a description of the item is included. In addition, the approximate grade or comprehension level, the number of copies which may be requested free of charge, and the organization sponsoring the item are provided for each entry. The organizations are listed at the end of the catalog with complete addresses. (SH)

ED 058 748

EM 009 547

Dominick, Joseph R. Greenberg, Bradley S.
Attitudes Toward Violence: The Interaction of TV Exposure, Family Attitudes and Social Class.
Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—R-2
Pub Date Nov 70

Note—27p.; Violence in the Media

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Family Attitudes, Males, *Socioeconomic Status, Television Research, *Television Viewing, Viewing Time, *Violence

Three antecedent variables were examined to determine their effects on children's attitudes toward aggression—the child's exposure to television violence, his perceptions of his family's attitudes toward violence, and the family's socioeconomic status. Questionnaires which were completed by 434 fourth through sixth grade boys elicited responses about the above three variables and also about their attitudes toward aggression: approval of violence, willingness to use violence, perceived effectiveness of violence, and suggested solutions to conflict situations. Results of a three-way analysis of variance on each of the aggression indexes suggested that perceived effectiveness of violence is directly affected by television exposure for both middle and lower class boys (with more exposure comes more approval of violence), while the other three indexes of aggressive attitudes were affected by exposure to television for middle class boys only. For all four measures, both family attitudes toward aggression as known to the child and the social environment of the family have a persistent impact. (SH)

ED 058 749

EM 009 548

Dominick, Joseph R. Greenberg, Bradley S.
Girls' Attitudes Toward Violence as Related to TV Exposure, Family Attitudes, and Social Class.
Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—R-4
Pub Date Feb 71

Note—19p.; Violence in the Media

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Family Attitudes, Females, *Socioeconomic Status, Television Research, *Television Viewing, Viewing Time, *Violence

A previous study (EM 009 547) found that the most favorable attitudes of boys toward aggression existed when there was high exposure to television (TV) violence, ambiguous family attitudes toward aggression, or low socio-economic status. This study sought to examine the same three variables with respect to girls. Subjects, who were 404 fourth through sixth grade girls, completed questionnaires on TV exposure, family attitudes toward violence, and social class. The questionnaire also included four paper-and-pencil indexes of aggression: willingness to use violence, use of violence in conflict situations, perceived effectiveness of violence, and approval of aggression. The results for all four measures indicate that family attitudes toward aggression showed the most persistent relationship to the child's aggressive attitudes. However, exposure to television violence also made a consistent, independent

contribution to the child's notions about violence—the greater the level of exposure, the more the child was willing to use violence, to suggest it as a solution to conflict, and to perceive it as effective. There were no social class differences. Among the limitations of the study were that the data allow only associative, not causative, statements, and that much of the variance in attitudes is not explained by the three variables. (SH)

ED 058 750

EM 009 549

Greenberg, Bradley S. And Others
Children's Television Behaviors as Perceived by Mother and Child.

Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—R-6

Pub Date Jul 71

Note—24p.; Violence in the Media

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Family Attitudes, Family Influence, *Family Relationship, Family Role, *Television Research, *Television Viewing, Viewing Time, *Violence

A generally held hypothesis is that greater family interaction will increase agreement between mother and child on reports of television viewing habits. This initial study sought to determine the extent of such agreement between mother and child, and to analyze the role of frequency of family interaction in their coorientation toward television and toward the use of violence. Interviews were conducted with 85 fourth and fifth grade children and their mothers about the child's exposure to television in general and to violence on television in particular, context of viewing, program selection, perceived reality of television, rules about television watching, perceptions about the amount of violence on television, family interaction, violence justification, and probable behavior in frustrating situations. Results showed that there was relatively strong agreement on only three aspects of the child's television habits—the non-violent shows he watched and his frequency of watching with either his parents or his friends. Also, there was more viewing of programs considered violent among children who did a significant amount of television watching with one or both of their parents present, and the child more often finds the use of violence justified when the parents watched a substantial frequency of violent programs. (SH)

ED 058 751

EM 009 551

Hyer, Anna L.
Effect on Teacher Role of the Introduction of Educational Technology and Media Into Schools.

National Education Association, Washington, D.C. Div. of Instruction and Development.

Spons Agency—Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Audiovisual Instruction, *Educational Change, Educational Philosophy, *Educational Technology, Inservice Teacher Education, Instructional Media, Instructional Technology, *Teacher Education, *Teacher Role, Teaching Methods

After three centuries of education in the United States, the teacher's role has been little affected by the introduction of media, and it has been even less affected by the much more recent concept of a technology of instruction. About 1960 the educational community began to realize that instructional technology is different from audiovisual education, that the use of media should be an integral part of the instructional system, and that instructional technology will change the role of the teacher. Schools began to acquire hardware and software and to make efforts to retrain teachers in their use. Although most schools are still operating on the basis of the "audiovisual aid" definition of educational technology, a clear trend among a few "leader schools" toward a more sophisticated application of technology can be discerned. Within the next ten to fifteen years major changes will have to be made in the training and retraining of teachers to give more emphasis on individualizing instruction, operating as a member of a team, assessing pupil achievement and diagnosing learning difficulties, providing a working knowledge of technology and

selecting and/or producing instructional material and instructional systems. Several problems lie ahead in the re-education process, and steps must be taken to facilitate the role change of the teacher. (Author/JY)

ED 058 752

EM 009 552

Hyer, Anna L.

Educational Technology: A Challenge for Librarians.

National Education Association, Washington, D.C. Div. of Instruction and Development.

Spons Agency—Ball State Univ., Muncie, Ind.

Pub Date 17 Feb 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Technology, Information Centers, *Information Science, Information Scientists, Libraries, Library Automation, Library Education, Library Networks, *Library Planning, Library Science, Man Machine Systems, Role Perception, Systems Approach, *Technological Advancement

Usually the impact of technology is felt first in terms of the devices we use; then in terms of people and man-machine relationships. The next impact tends to be on the support systems and procedures associated with the man-machine relationships; and lastly the related goals and values of the total effort tend to change. The impact of technology on librarians and libraries has thus been first on devices and media, then on the role of the librarian, and lastly on the concept of a library. An example of the latter is the systematic attempt to apply information science in networking systems that are user oriented. The impact of information overload, changes in formats in which information is stored, changes in man-machine relationships, more emphasis on cost effectiveness, changes in patterns of education organization, individualization of instruction, and changes in goals and roles of librarians can all be seen as the result of a developing technology which forces the re-examination of the goals and values of the library for the future (Author/JY)

ED 058 753

EM 009 553

Shaheen, Thomas A.

Communication Arts Team Program; Revision.

San Francisco Unified School District, Calif.

Pub Date 21 Oct 71

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Elementary Education, Language Arts, *Media Specialists, Program Descriptions, *Reading Instruction, *Resource Teachers, *School Libraries, Teaching Methods, *Team Teaching

Identifiers—Communication Arts Team

The San Francisco Unified School District applied for a grant under Title III, Elementary and Secondary Education Act of 1965, to fund a program that would organize a media specialist, a resource teacher, and a classroom teacher into a "Communication Arts Team." The program would redefine and expand the role of each member of the team as they plan and pilot the reading/language arts teaching strategies at a newly integrated elementary school. It was hoped that the multimedia program thus developed would bring about a significant improvement in the mechanical aspects of reading and improve the student's communication skill as he moved from articulation and recording of his experiences to reading the printed word. The grant proposal describes the determination of need, planning, rationale, survey of previous programs, and the objects of the proposed program. It lists the methods to be used to evaluate the program and to disseminate information about the program and inventories the facilities, equipment, and materials necessary to run the program for two years. (JY)

ED 058 754

EM 009 554

Communications and University Teaching With

Particular Reference to the Caribbean.

Inter-University Research Unit, Cambridge (England)

Spons Agency—Commonwealth Foundation (England)

Report No.—Occas-Pap-12

Pub Date Nov 71

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Educational Resources, *Educational Technology, Educa-

tional Television, *Higher Education, Instructional Films, Instructional Television, *Interinstitutional Cooperation, *Shared Services, Teaching, Telecommunication

Identifiers—Caribbean, Commonwealth

Because of the critical situation faced by higher education today and the world shortage of educational resources, it might be necessary to provide links between the traditionally autonomous universities of the Commonwealth so that they can share their resources for teaching and research. Experiences within Britain and North America have suggested that educational technology—film, television, sound tape, and satellite—can be an effective way for universities to share. Discussions at the University of Guyana and the University of the West Indies and correspondence and discussions with representatives of other Commonwealth universities have shown that exchanges of this kind would help meet the needs felt by the universities. Further discussions about the practical obstacles to the exchange of teaching indicated that the technical difficulties will rapidly become easier to solve and that costs will go down. A five-year program of research and action with technology, education, comparative studies in the social sciences, and Afro-Asian studies should be undertaken to provide more information about the potential of links between universities. (SH)

ED 058 755

EM 009 555

Wallenstein, Gerd D.

The Humanization of Technical Man.

San Jose State Coll., Calif.

Report No.—CSM-1

Pub Date Jan 72

Note—21p.; Cybernetic Systems Monograph 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Engineers, *Human Development, *Humanism, Scientific Personnel, *Work Attitudes

As several authors (Charles Reich and Theodore Roczak, for instance) have concluded, a new or counter culture is emerging. It is unlikely, however, that this culture can or will dispense with technology. Instead, its characteristic will be a new form of humanism in which the rational and irrational sides of humanity will be fused into a harmonious whole. Such a fusion poses a challenge to scientists and their platform of rational objectivity. Engineers, by contrast, are mediators between science and humanity. They need to recognize the existence and value of the less rational components now coming into their own through the new culture. Engineers should turn towards humanism both in their professional and personal attitudes. Professionally, they should accept a role as a responsible mediator, work through their organizations to make sure the organization works for the good of society, and obtain a broad rather than overspecialized education. Personally, they should take a broad interest in society, in the creation of art and literature, in history, and in life. (Author/JK)

ED 058 756

EM 009 556

Centre for Educational Research and Innovation; Purpose, Programmes, Progress.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Dec 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, Educational Development, Educational Improvement, *Educational Innovation, Educational Needs, Educational Objectives, *Educational Opportunities, *Educational Research, International Organizations

Identifiers—*Centre for Educational Research and Innovation, CERI

The Centre for Educational Research and Innovation (CERI) was established so that educational change in Organisation for Economic Co-operation and Development (OECD) countries could be accomplished through a coherent, continuing process of development and experimentation. The main objectives for the Centre are to promote and support the development of research activities in education, to promote and support pilot experiments with a view to introducing and testing innovations in educational systems, and to promote the development of cooperation between member countries in the field of educational research and development. Specific program objectives for educational

growth and opportunity have been identified, and these were adopted in each of four areas which needed development in OECD countries: educational growth and opportunity, innovation in higher education, curriculum development and educational technology, and innovation policies and structures. (More detailed reports of CERI's progress in each of these areas are appended.) (SH)

ED 058 757

EM 009 557

Perspectives and Policies: The Use of Computers in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI-CT-70-64

Pub Date 16 Jun 71

Note—34p.; Recommendations of a Seminar on the Use of Computers in Higher Education (Portland, Oregon, October 26-30, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, *Computers, *Conference Reports, *Educational Technology, *Higher Education, International Programs

An international conference was held to allow experts from Japan, Europe, and the United States to share their views and experiences concerning the role that computers should play in higher education. The recommendations of the conference members are summarized here. First an introductory section provides an overview of educational technology, computer use, and international cooperation. The specific recommendations as to goals and aims, curriculum development, hardware implications, software considerations, and information exchange are then listed in some details. (JY)

ED 058 758

EM 009 559

Criteria for Modern School Media Programs.

Maryland State Dept. of Education, Baltimore.

Pub Date 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Centers, *Guidelines, *Instructional Materials Centers, Resource Centers, School Libraries, Standards

Identifiers—Instructional Media Centers, Maryland

In order to provide guidance to schools and school systems which are developing and improving their media programs, the Maryland State Department of Education has compiled a set of criteria based on the standards of the American Library Association and the National Education Association. The School Media Program in the Maryland State Department of Education, which supports media activities throughout the state is detailed. The services, staff, collections of material and equipment, and facilities recommended for media programs at the school system level and at the level of the individual school are fully described. A chart lists the space needed by a school media center for each of its functions. (JY)

ED 058 759

EM 009 560

Loyola of Montreal Department of Communication Arts.

Loyola Coll., Montreal (Quebec).

Pub Date 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Majors, Communication (Thought Transfer), *Course Descriptions, *Degree Requirements, Mass Media

Identifiers—*Loyola College Montreal

Course descriptions and degree requirements in the department of communication arts of Loyola College of Montreal are given. In addition, the purposes and programs for two courses, communication programming and communication research, are described in detail. (JK)

ED 058 760

88

EM 009 561

Fuller, Frances Baker, Harry

Counseling Teachers: Using Video Feedback of Their Teaching Behavior.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—R-11

Bureau No.—BR-5-0249

Pub Date Jul 70

Contract—OEC-6-10-108

Note—118p.; See also ED 048 105

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, *Counseling, Counselor Acceptance, Counselor Attitudes, Counselor Role, Counselor Training, *Microcounseling, *Microteaching, Student Teaching, Teacher Attitudes, *Teacher Education, *Video Tape Recordings

Identifiers—Personalization

The suggestions offered in this manual illustrate some aspects of videotape counseling, some opportunities and problems in counseling teachers, and some typical problems involving classroom teaching, cooperating teachers, supervisors, etc. The manual is designed mainly for counseling psychologists and educational psychologists who work with prospective teachers. Using the techniques described here a teacher educator can use a videotape of the teacher's own teaching performance as a stimulus for counseling and behavior change. Video feedback counseling is a part of a total system of ideas and modifications of teacher education, called "personalization." Via case studies the manual discusses preparation for video feedback counseling and describes the initial reaction of teachers to their videotaped behavior, the teacher's emerging concerns, and finally the resolution of these concerns at the end of the counseling session. (JY)

ED 058 761

24

EM 009 564

Follett, Joseph F.

Educational Productivity and the Instructional System Design Process.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PP-19

Bureau No.—BR-6-2865

Pub Date 10 Feb 72

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Cognitive Objectives, Cognitive Processes, *Educational Change, Educational Environment, *Instructional Design, Instructional Media, *Instructional Systems, Knowledge Level, Teaching Methods, Teaching Procedures

Identifiers—Instructional System Design, ISD

The central problem that American education poses for society is that the enterprise is appreciably underproductive when judged against standards and requirements of the postindustrial era. This generic problem will not be appreciably ameliorated until the instructional system design (ISD) process is better understood and explicated and then made central to problem amelioration. The objectives of the ISD process are explored in the context of education in general, and many of its functions are inventoried. Consonant with emerging views on process structure, components and structure of an instructional learning situation addressing cognitive skills are illustrated. An analysis of the instructional situation includes discussion of instructional media, the instructional milieu, performance factors, a sketch of the ISD process, transfer and generalization, and broader media. The use of the ISD process in simulating time-referenced useful expansion of a knowledge base apt to solving the educational problem is briefly outlined. (Author/SH)

ED 058 762

EM 009 569

Doty, Ralph R.

Disadvantaged Learner Video Project; Final Report.

College of St. Scholastica, Duluth, Minn.; Minnesota Univ., Duluth.

Pub Date 11 Nov 71

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Disadvantage, Culturally Disadvantaged, *Disadvantaged Youth, *Learning Difficulties, *Video Tape Recordings

Dealing specifically with disadvantaged learners unique to the upper midwest, this brief final report describes the development of a series of 15 video tapes on the disadvantaged learner which emphasize the influence of subculture on the student's learning problems. The videotapes are described as consisting almost entirely of in-depth interviews (with supplementary slides) with those

persons, mostly Minnesotans, who are intimately involved in working with the disadvantage d learner. The completed videotapes are listed by title and information is provided about the person interviewed for each tape. They are available on a rental basis from the videotape library at the University of Minnesota, Duluth, and from the videotape room at the College of St. Scholastica. (SH)

FL

ED 058 763

FL 002 235

Riggs, Virginia Fields

Action Research in Oral English for the Linguistically Different Secondary Student: Odessa, Texas.

Pub Date May 71

Note—99p.; M.A. thesis, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Curriculum Development, *English (Second Language), English Instruction, English Programs, Handicapped Students, *Language Handicaps, Language Programs, Mexican Americans, Negro Dialects, Negro Education, Negroes, *Nonstandard Dialects, *Secondary Schools, Social Mobility, Sociocultural Patterns, *Spanish Speaking

A program designed to decrease the number of linguistically differentiated, nonstandard speakers of English in Texas classrooms and to help potential dropouts attain proficiency in the use of English (thereby allowing them to achieve mobility in the dominant Anglo-American culture) is described in this report. The program provides linguistically different Negro and Mexican-American students the opportunity to acquire skills in standard spoken English. The problem is reviewed in general terms with emphasis placed on the sociocultural implications of dialectal variations. A review of the literature precedes a detailed description of the program implemented at Ector High School. A summary, limitations, conclusions, and recommendations concerning the project are included. Appendixes contain relevant project information and sample questions and exercises used. A bibliography is provided. (RL)

ED 058 764

FL 002 651

Kaplan, Ronald M.

Augmented Transition Networks as Psychological Models of Sentence Comprehension.

Language Research Foundation, Cambridge, Mass.

Pub Date Jul 71

Note—42p.; In "Language Research Reports," No. 4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, Cognitive Processes, *Computational Linguistics, Computer Programs, *Deep Structure, Grammar, Information Processing, *Language Research, Linguistic Performance, *Psycholinguistics, Sentences, *Sentence Structure, Structural Analysis, Surface Structure, Syntax, Transformation Generative Grammar, Transformation Theory (Language)

This paper describes the notation and underlying organization of an augmented, recursive-transition network grammar and illustrates how such a grammar is a natural medium for expressing and explaining a wide variety of facts about the psychological processes of sentence comprehension. A general discussion of transformational grammar and psycholinguistics serves as background information. Details on the structure, characteristics, and operation of the augmented, recursive-transition network grammar are provided. There is a discussion concerning the formalization of perceptual strategies and how these strategies can be naturally represented in transition network grammars. A concluding section explains the justification of transition network models. A list of references is included, and diagrams illustrate the working of the grammar in several problem areas. (VM)

ED 058 765

48

FL 002 688

Wang, Fred Fangyu

Mandarin Chinese Dictionary: English-Chinese.

Seton Hall Univ., South Orange, N.J. Inst. of Far Eastern Studies.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-7748

Pub Date 71

Contract—OEC-0-9-097748-3756

Note—799p.

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—Chinese, Definitions, *Dictionaries, *English, Idioms, Instructional Materials, Language Instruction, Language Patterns, *Lexicography, Lexicology, *Mandarin Chinese, Reference Books, Second Language Learning, Semantics, Sentences, Speech, Syntax, Translation, *Vocabulary

This dictionary is a companion volume to the "Mandarin Chinese Dictionary (Chinese-English)" published in 1967 by Seton Hall University. The purpose of the dictionary is to help English-speaking students produce Chinese sentences in certain cultural situations by looking up the English expressions. Natural, spoken Chinese expressions within the sound and vocabulary control of first or second year students of Chinese have been selected for the dictionary. The dictionary contains 4000 full-illustrated entries. The selection of the English entries and illustrative sentences is based on common daily usage of the English language and takes into consideration the cultural situation of the Chinese translation. English idioms have been translated into idiomatic Chinese. Behind the compilation of this work lies the basic concept that the best way to learn a foreign language is by speaking. The dictionary enables the user to become acquainted with the basic patterns of Mandarin through the aid of illustrative sentences under each entry. (Author/VM)

ED 058 766

FL 002 689

Dingwall, William Orr, Ed.

A Survey of Linguistic Science.

Maryland Univ., College Park.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-71-2412

Note—810p.

Available from—Dr. William Orr Dingwall, Director, Linguistics Program, University of Maryland, College Park, Md. 20742 (\$10.00)

Document Not Available from EDRS.

Descriptors—Aphasia, Articulation (Speech), Computational Linguistics, Diachronic Linguistics, *Language Development, *Language Research, *Linguistics, *Linguistic Theory, Mathematical Linguistics, Methodology, Neurology, Phonetics, Phonology, Psycholinguistics, *Psychology, Semantics, Sentences, Structural Analysis, Transformation Generative Grammar

This survey consists of eleven papers covering current topics within the realm of linguistic science. The papers are written by scholars in particular fields, and each one is followed by a list of references and critiques by other linguists. Current theories are discussed and reference is made to recent studies and writings. The areas of linguistics considered are experimental phonetics, neurolinguistics, experimental and developmental psycholinguistics, methodology, generative phonology, historical linguistics, linguistic metatheory, mathematical linguistics, computational linguistics, and linguistics as psychology. (VM)

ED 058 767

FL 002 692

Riebecke, Detlev, Ed.

Forschungsregister I: Angewandte Sprachwissenschaft (Directory of Research I: Applied Linguistics).

German Society for Applied Linguistics; Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Pub Date Sep 70

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Applied Linguistics, Bibliographies, Communication (Thought Transfer), Data Processing, *Indexes (Locators), Language Instruction, *Language Research, Language Tests, Lexicography, Lexicology, Linguistics, *Linguistic Theory, Machine Translation, Media Technology, Phonetics, Psycholinguistics, Second Language Learning, Speech Handicaps, Textbooks, Translation

This document lists over 50 research projects on various topics related to linguistics and lan-

guage. The topics covered are foreign- and native-language instruction, relevant bibliographies, research in contemporary language, communication, textbooks, lexicology, lexicography, linguistics, computational linguistics, machine analysis of language, machine translation, phonetics, psycholinguistics, speech disorders, native language maintenance, language tests, technology and media, and translation science. The project descriptions include the director's name and address and details on project status, goal, collaborators, and funding. (VM)

ED 058 768

FL 002 718

Ross, John Robert

Doubt-ing.

Language Research Foundation, Cambridge, Mass.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date Jul 71

Note—51p.; In Language Research Report No. 4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ambiguity, Deep Structure, Descriptive Linguistics, *English, Generalization, *Grammar, *Language Research, Linguistic Theory, Phrase Structure, Structural Analysis, *Surface Structure, Syntax, Transformation Generative Grammar, Transformations (Language), *Verbs

This paper investigates a type of grammatical ill-formedness in English which is traceable to the repetition, under certain specified conditions, of present participles, e.g. the verb "continue" cannot occur with participles if it is in the present progressive. The solution to generalizing about ill-formedness of this type is by means of a derivational constraint which is formulated in such a way as to link certain features of remote structure to certain features of surface structure. The violation is not stated in terms of a restriction on transformations but rather as a static filter on the output of the syntactic component. This paper refines and formally states the requisite derivational constraint so that it is not too powerful. The author examines the consequences for linguistic theory of postulating such a derivational constraint. The argument for using such a constraint, details on its development, and references are presented. (Author/VM)

ED 058 769

FL 002 755

Zierer, Ernesto

La gramática comunicativa (Communicative Grammar).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguística.

Pub Date Aug 71

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Cognitive Processes, *Communication (Thought Transfer), Computational Linguistics, Deep Structure, *Descriptive Linguistics, Grammar, *Information Theory, Japanese, Language Instruction, Language Patterns, *Linguistic Theory, Psycholinguistics, Semantics, Spanish, Structural Analysis, Surface Structure, *Syntax, Transformation Generative Grammar, Translation

This paper explains the main concepts of communicative grammar and provides a detailed view of how communicative grammar analyses language at various levels. Language is discussed in terms of communication; the central elements in the analysis are those that carry information. Communicative grammar seeks to describe the process of the linguistic formulation of a thought. Details for analysis are provided here along with examples. Implications for theoretical, applied, and computational linguistics, language instruction, and translation are noted. A bibliography is included. (VM)

ED 058 770

FL 002 775

Yen, Isabella Y.

The Sounds of Mandarin.

Washington Univ., Seattle. Washington Foreign Language Program.

Spons Agency—Ford Foundation, New York, N.Y.

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Speech), *Chinese, Consonants, Contrastive Linguistics, Imitation, *Instructional Materials, Language Instruction,

Mandarin Chinese, *Phonology, *Pronunciation, Second Language Learning, Teaching Methods, *Textbooks, Tone Languages, Vowels

This phonology workbook on the sounds of Mandarin Chinese accompanies a 3-volume set of textbooks for the language. The workbook provides illustrations of the articulation of the sounds and offers exercises and drills for practicing each sound. For related documents in this series, see FL 002 773, FL 002 774, FL 002 776, and FL 002 777. (VM)

ED 058 771 FL 002 813

Carroll, John B.

Learning from Verbal Discourse in Educational Media: A Review of the Literature. Final Report.

Educational Testing Service, Princeton, N.J. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RB-71-61

Bureau No.—BR-7-1069

Pub Date Oct 71

Contract—OEC-1-7-071069-4243

Note—293p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographies, Cognitive Processes, *Comprehension, Connected Discourse, Instructional Media, *Language Research, *Learning, Learning Characteristics, Learning Theories, *Literature Reviews, Measurement Techniques, Media Research, Memory, Psychology, Readability, Retention, Unwritten Language, *Verbal Communication, Verbal Learning, Written Language

This review, based on a survey of more than 1200 items in the research literature, begins by attempting to outline a theory of language comprehension and learning from language. A lengthy chapter is devoted to problems in the measurement of comprehension and of learning from connected discourse. Also considered, in successive chapters, are the role of various kinds of factors in promoting comprehension and learning from connected discourse—stimulus characteristics such as readability, listenability, vocabulary, grammatical structure, and logical organization—stimulus modality (audition vs. vision); manner of presentation; factors in learning and memory; and individual differences. Problems for further research are pointed out. (Author)

ED 058 772 FL 002 824

Kaneda, Michikazu

Some Transformational Effects on Recoding English Sentences.

Hiroshima Univ. (Japan).

Pub Date 72

Note—16p.

Journal Cit—Bulletin for the Teachers of English; n15 p9-24 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, English (Second Language), Information Processing, Kernel Sentences, *Language Development, Language Instruction, Language Proficiency, Language Research, Learning Theories, Psycholinguistics, Psychology, *Recall (Psychological), *Second Language Learning, *Sentences, Statistical Analysis, Syntax, *Transformations (Language), Verbal Development

The experiment described in this report investigates second language development and the possibility of determining various levels of language acquisition. The subjects involved are Japanese students learning English. The students are given the task of recalling English kernel sentences after hearing them once. The resulting sentences—the paraphrases and transformation used—reveal data concerning language development. The results, subjected to statistical analysis, illustrate error trends and tendencies toward syntactic confusion, i.e. the Japanese students are able to follow the transformational routine to some extent. If it is possible to map what one can do in English as a foreign language on the individualistic chronological scale of learning history, it might be possible to use a developmental procedure in foreign language acquisition. A list of references is included. (Author/VM)

ED 058 773 FL 002 826

Pimsleur, Paul, Ed. Quinn, Terence, Ed.

The Psychology of Second Language Learning: Papers from the Second International Congress

of Applied Linguistics, Cambridge, 8-12 September 1969.

Pub Date 71

Note—194p.

Available from—Cambridge University Press, American Branch, 32 E. 57th St., New York, N.Y. (\$12.50)

Document Not Available from EDRS.

Descriptors—Audiolingual Methods, Cognitive Processes, *Communication (Thought Transfer), *Conference Reports, Educational Strategies, Individual Development, *Language Development, Language Instruction, Language Skills, Learning Theories, *Listening Comprehension, Listening Skills, Psycholinguistics, Psychology, Receptive Language, *Second Language Learning, Semantics, Speech, Verbal Development

The 19 papers in this collection cover diversified topics in the general area of psychology and second language learning. No single method of language teaching emerges, but the complexity of second language behavior and the importance of psychology in the field are underlined. Several trends seem to be most prevalent. There is a new focus on the individual learner as the central element in the complex process of second language acquisition. There is a growing awareness that the receptive skills of listening and reading are vastly complex. Listening behavior and comprehension processes must be more extensively investigated. The student needs closer contact with "real" language as it is used in the real world by people successfully communicating with each other. (Author/VM)

ED 058 774 FL 002 830

Taylor, C. V.

Ambiguities in Spoken Australian English.

Australian Association for the Teaching of English as a Foreign Language, Clayton.

Pub Date Oct 71

Note—9p.; Paper presented at the Australian Language Laboratory Association Workshop, Melbourne, Australia, August 24-27, 1971

Journal Cit—AATEFL Newsletter; v1 n2 p30-38 Oct 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ambiguity, Comparative Analysis, Contrastive Linguistics, Descriptive Linguistics, Diachronic Linguistics, *English, *English (Second Language), Oral English, Phonemes, *Pronunciation, Regional Dialects, Sociolinguistics, Speech, *Standard Spoken Usage, Syllables, Vowels

Pronunciation of some sounds in Australian English causes ambiguities in cases where phonemes seem to have merged. This paper discusses some of the ambiguities arising from phonemic changes and provides examples of pronunciation variations in British and Australian English—mainly in vowels, but also in consonants and syllabification. Several American English forms are also mentioned. Since pronunciation ambiguities can cause problems for the student learning English as a second language, teachers must look at language sociologically and prescribe a norm for language instruction. There should be greater explicitness in the description of English as spoken by educated Australians, and similarities and differences with British English should be noted. (VM)

ED 058 775 FL 002 831

Bauer, E. W.

The Migrant Child and His Psycho-linguistic Problems.

Australian Association for the Teaching of English as a Foreign Language, Clayton.

Pub Date Oct 71

Note—14p.; Paper presented at a conference on "The Migrant Child and the school," August 30, 1971, Melbourne, Australia

Journal Cit—AATEFL Newsletter; v1 n2 p17-30 Oct 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Applied Linguistics, Attitudes, Biculturalism, Bilingual Education, Contrastive Linguistics, Cultural Awareness, Cultural Differences, *Cultural Education, Cultural Pluralism, *Curriculum Development, English (Second Language), Immigrants, *Language Programs, *Migrant Children, Migrant Education, Psycholinguistics, *Second Language Learning, Teacher Aides, Teacher Education

Identifiers—*Australia

Present attempts to integrate migrants linguistically and culturally into Australian society need to be improved. The migrant child must be taught to learn how to learn, and learning experiences must be structured to promote education in school subjects and communication with peers. There is a problem of acculturation; migrant children must be taught to develop a differentiation mechanism to bridge two cultural systems and two language systems. There must be a systematic growth of cultural awareness, and the Australian community must also recognize and accept foreign cultures. The new concept of the pluralistic society should be adopted. Language-learning and teaching-research centers should be established to specialize in the study of problems in second language learning; applied linguistics; evaluation and development of curriculum, tests, and teaching materials; and information coordination and dissemination. (VM)

ED 058 776 FL 002 832

Mattingly, Ignatius G.

Speech Cues and Sign Stimuli.

Haskins Labs., New Haven, Conn.

Spons Agency—Cambridge Univ. (England).

King's Coll.; Department of State, Washington, D.C. Board of Foreign Scholarships.

Report No.—SR-27-71

Pub Date 71

Note—23p.; In "Speech Research," July 1-Sep-tember 30, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acoustics, *Animal Behavior, Articulation (Speech), Artificial Speech, Auditory Discrimination, Auditory Perception, Behavior Patterns, Information Processing, *Intellectual Development, *Language Development, Language Patterns, Language Research, Neurological Organization, Phonetics, Psycholinguistics, *Signs, Spectrograms, *Speech, Stimuli

Parallels between sign stimuli and speech cues suggest some interesting speculations about the origins of language. Speech cues may belong to the class of human sign stimuli which, as in animal behavior, may be the product of an innate releasing mechanism. Prelinguistic speech for man may have functioned as a social-releaser system. Human language developed as a result of the intellect, which was capable of making a semantic representation of the world of experience and the phonetic social-releaser system. Linguistic capacity—the ability to learn the grammar of a language—was also necessary. Grammar evolved to interrelate the semantic product of the intellect and the phonetic product of the prelinguistic communication system. References are included. (Author/VM)

ED 058 777 FL 002 834

Studdert-Kennedy, Michael Hadding, Kerstin

Auditory and Linguistic Processes in the Perception of Intonation Contours.

Haskins Labs., New Haven, Conn.

Report No.—SR-27-71

Pub Date 71

Note—22p.; In Speech Research, 1 July-30 September 1971, p153-174

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acoustic Phonetics, Auditory Discrimination, *Auditory Perception, *Experiments, *Intonation, *Language Research, Language Universals, Linguistic Theory, Phonetics, Phonology, Spectrograms, *Speech

By examining the relations among sections of the fundamental frequency contour used in judging an utterance as a question or statement, the experiment described in this report seeks a more detailed understanding of auditory-linguistic interaction in the perception of intonation contours. The perceptual process may be divided into stages (auditory, phonetic, phonological, syntactic, and semantic), but it must also be supposed that there is feedback from higher to lower levels which may serve to correct or verify earlier decisions. Perceptual "correction" of an auditory or phonetic decision, in light of a higher linguistic decision, will presumably not occur if the lower decision is firm. Details of the organization and results of an experiment (conducted with Swedish and American subjects) are presented here along with implications for further research. (Author/VM)

ED 058 778 FL 002 835

Lieberman, Philip

On the Evolution of Human Language.

Haskins Labs., New Haven, Conn.

Report No.—SR-27-71

Pub Date 71

Note—19p.; In *Speech Research*, 1 July-30 September 1971, p113-131, Paper presented at the 7th International Congress of Phonetic Sciences, Montreal, Canada, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acoustic Phonetics, American English, Anatomy, Articulation (Speech), Computational Linguistics, Consonants, *Evolution, *Human Development, Language Development, Language Patterns, Language Research, Language Universals, *Neurology, Phonetics, Phonology, *Physiology, Spectrograms, *Speech, Syllables, Vowels

Human linguistic ability depends, in part, on the gradual evolution of man's supralaryngeal vocal tract. The anatomic basis of human speech production is the result of a long evolutionary process in which the Darwinian process of natural selection acted to retain mutations. For auditory perception, the listener operates in terms of the acoustic pattern of the entire syllable according to the "motor theory of speech perception." According to the theory, human listeners perceive speech in terms of the constraints imposed by the speech-producing apparatus. It has recently been possible to reconstruct the supralaryngeal vocal tracts of extinct hominid species. Computer-implemented supralaryngeal vocal tract modelling indicates that these extinct species lacked the anatomic ability necessary to produce the range of sounds necessary for human speech. (Author/VM)

ED 058 779

FL 002 846

Haitian Creole Basic Course: Volume II, Lessons 11-20.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense, Washington, D.C.

Report No.—01HC24

Pub Date Dec 71

Note—214p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audiolingual Methods, Basic Skills, Creoles, Cultural Education, *Haitian Creole, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Language Skills, Modern Languages, Textbooks

This volume, the second in a series comprising the field-test edition of the Defense Language Institute's "Haitian Creole Basic Course," is extracted primarily from the instructor's guide to materials contained in Albert Valdman's "Basic Course in Haitian Creole." Materials are arranged in the order of their use in the classroom. Content of each class hour is indicated and includes: (1) perception drills; (2) dialogue with adjunct, cultural notes, cartoons, and suggested homework; (3) questions for the recitation hour; (4) pattern drills; (5) a recombination exercise text for comprehension or reading exercise; and (6) additional drills, exercises, and readings in area background. Dialogues of each lesson are translated, grammar notes included, and a list of new vocabulary provided. Ten lessons are presented including two review lessons and several Haitian Creole songs. For the companion documents see FL 002 811 and FL 002 875. (RL)

ED 058 780

48

FL 002 850

Benson, Morton Sljivic-Simsic, Biljana

Serbocroatian-English Dictionary. Srpskohrvatsko-Engleski Rečnik.

Pennsylvania Univ., Philadelphia.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-1-7-070550-3101

Note—807p.

Available from—University of Pennsylvania Press, 3933 Walnut St., Philadelphia, Pa. 19104 (\$27.50)

Document Not Available from EDRS.

Descriptors—Definitions, *Dictionaries, *English, Instructional Materials, Lexicography, Lexicology, Morphology (Languages), *Reference Books, *Serbocroatian, *Slavic Languages, Vocabulary

More than 60,000 words and over 100,000 phrases and idioms are compiled in this dictionary

ry of Serbo-Croatian based upon the vocabulary used by educated Yugoslavs and the daily press. The lexicon lists both Ekavian (Eastern) and Kekavian (Western) forms, giving illustrative phrases in the Eastern variant, and glosses in American English. Main entries, in boldface print, and their inflectional forms are marked according to the traditional four-accent system. Complete morphological information is provided for inflected parts of speech. The dictionary includes important scientific and technical terms and some obsolete words and regionalisms which occur frequently in literature. An extensive introductory section, bibliography, and appendix are included. (RL/TM)

ED 058 781

FL 002 851

Flood, Lily Wong

A Second Year Program in English as a Second Language Prepared for Para-Professional Teachers in Bi-Lingual Pre-School Home Teaching Programs: Teacher's Manual.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 20 Sep 70

Note—621p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Bilingual Education, Classroom Techniques, Educational Objectives, *English (Second Language), Grammar, Home Programs, Instructional Materials, Language Instruction, Language Patterns, Language Programs, Learning Activities, *Lesson Plans, *Paraprofessional School Personnel, *Preschool Programs, Program Design, *Second Language Learning, Spanish Speaking, Teaching Guides, Vocabulary

This teacher's manual for a preschool second-year program in English as a second language contains daily lesson plans—objectives, activities, exercises, and subject material—for 22 weeks of class. The program is designed for two English instructional periods per day. English should also be used as the medium of instruction in one other subject. The first four weeks are spent in review of the first year's work. The subjects and subject material for each week's work are listed at the beginning of the weekly plans. (VM)

ED 058 782

48

FL 002 852

Ott, Clarence Eric And Others

Ecuadorian Quechua Basic Course. Part I: Introduction and In-Class Modules.

Brigham Young Univ., Provo, Utah.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-70-4343-823

Note—394p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Advanced Programs, Audiolingual Methods, Conversational Language Courses, Grammar, *Individualized Instruction, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Learning Levels, Language Patterns, *Language Skills, Modern Languages, *Quechua, Reading Skills, Textbooks

Identifiers—*Ecuador

Two basic premises of learning theory underlie the structure of the instructional materials contained in this volume: the process of language is essentially one of converting meaning to sound, and one learns a language as he generates and tests his own hypotheses about the language. Fifteen units, arranged in microwave cycles, are presented in this volume for classroom use. Each of the cycles contains a microdialogue and subsequent activities based upon the pattern of the dialogue. A representative cycle contains these activities: (1) model and grammatical observations, (2) repetition exercises, (3) response drills, (4) personalized questions, (5) controlled conversation, (6) interpreting drill, and (7) activities and "coping" situations. A short Quechua vocabulary is included. For the companion document see FL 002 853. (RL)

ED 058 783

48

FL 002 853

Ott, Clarence Eric And Others

Ecuadorian Quechua Basic Course. Part II: Introduction and Pre-Class Modules.

Brigham Young Univ., Provo, Utah.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 71

Contract—OEC-0-70-4343-823

Note—664p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Advanced Programs, Audiolingual Methods, Conversational Language Courses, Grammar, *Individualized Instruction, *Instructional Materials, *Intensive Language Courses, Language Instruction, Language Learning Levels, Language Patterns, *Language Skills, Modern Languages, *Quechua, Reading Skills, Textbooks

Identifiers—*Ecuador

The second of a two-volume series on Ecuadorian Quechua, this text contains 15 units of preclass instructional material designed for individualized study with the use of accompanying tapes. Each unit of the course has a homework section, called a module, to be completed before classwork may be started. Cartoon figures illustrate the instructional materials. Emphasis is placed on developing comprehension and speaking skills. For the companion document see FL 002 852. (RL)

ED 058 784

FL 002 854

Foreign Language: A Traveler's Bag (Russian).

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *Instructional Materials, *Language Instruction, *Language Skills, Modern Languages, Performance Criteria, *Russian, Student Evaluation, Teaching Guides, Textbooks, Vocabulary Development

This text of Russian instructional materials, intended primarily for students hoping to travel in the Soviet Union, develops practical conversational skills and cultural insights which facilitate interpersonal communication. To achieve the broad-based goal of developing comprehension, the text is intended as a relative outline rather than as a structured sequence. Included in the text are materials on: (1) broad educational goals, (2) performance objectives, (3) course content, (4) suggested basic vocabulary, (5) examples of expansion, (6) dialogues, (7) sample evaluative instruments, (8) a sample itinerary, and (9) selected references. (RL)

ED 058 785

FL 002 855

Foreign Language: Bon Voyage I (French).

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, *Conversational Language Courses, Cultural Education, Educational Objectives, *French, *Instructional Materials, *Language Instruction, *Language Skills, Listening Skills, Modern Languages, Reading Skills, Student Evaluation, Teaching Guides, Textbooks, Vocabulary Development, Writing Skills

This introductory, conversational course in French is intended primarily for students planning a brief stay in France. The principal objective of the course is to help the student develop a sufficient vocabulary needed while passing through customs, securing transportation, requesting rooms, ordering food, or visiting places of interest. Broad goals and performance objectives are outlined for basic linguistic skills, cultural study, and student attitudes. A grammatical inventory, suggested procedures, and sample evaluations are included. The appendix contains a suggested weekly plan and cultural information. (RL)

ED 058 786

FL 002 856

Foreign Language: German for Fun.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Skills, *Conversational Language Courses, Educational Objectives, *German, *Instructional Materials, *Language Instruction, Language Skills, *Listening Skills, Modern Languages, Student Evaluation, Teaching Guides, Textbooks, Vocabulary Development

This short course in conversational German is designed to teach a student to speak simply for his own pleasure. Through games and songs, short dialogues, and basic phrases and sentences, the student learns to tell time, to count, and to

ask and answer various questions about the weather, school, family, friends, and special interests. Basic vocabulary and structures are introduced in the materials. Samples of student evaluation materials are provided. (RL)

ED 058 787 FL 002 857

Herold, William R.

An Experimental Study of the Teaching of French Pronunciation Using an "Ad Hoc" Phonemic Alphabet.

Pub Date 15 Jan 72

Note—7p.; Paper presented at the Western New York Council of Foreign Language Supervisors meeting, January 15, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Comparative Statistics, *Educational Experiments, *French, Graphemes, Language Instruction, Modern Languages, Phonemes, *Phonemic Alphabets, *Pronunciation, Pronunciation Instruction, Reading Skills, *Second Language Learning, Speech

The primary purpose of this experiment is to determine the effect of reading development based on phonemic transcription and traditional orthography on the pronunciation of French as a second language. Sixteen level 1 French classes in Western New York State schools participated in the experiment in which the control and experimental classes completed six weeks of study of an introductory French text in which the first three units were transcribed for the experimental group along the lines of the International Phonetic Alphabet. Changes were made, as necessary, in order to create additional symbols resembling the traditional grapheme as closely as possible. Pronunciation tests were administered following the initial period, and statistical results are discussed. Concluding remarks confirm the belief that the effect of the written form of a language depends on the degree of correspondence which exists between the conventional orthography and the phonology of that language. (RL)

ED 058 788 FL 002 864

Nicklas, Thurston Dale

A Choctaw Orthography.

Southeastern State Coll., Durant, Okla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-70-3473(280)

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alphabets, American Indian Languages, American Indians, Bilingual Education, *Choctaw, Consonants, Language, *Language Standardization, Morphemes, *Morphology (Languages), *Orthographic Symbols, Phonemics, *Spelling, Vowels, Word Lists, Writing, Written Language

This paper describes a system for Choctaw orthography and discusses the principles and rules that can be used to govern the spelling system for the language. The orthography system is based on a study of documents written by contemporary Choctaws. The system proposed here seeks to be as accurate a representation of the spoken language as possible while providing a more or less uniform spelling for each morpheme; the vowel and consonant systems are discussed. Where both these conditions cannot be met, the criterion of accurate representation is preferred. The overriding consideration is to achieve a spelling system that is acceptable to a speaker of Choctaw and easy for him to learn, essentially a phoneme system. A sample text with translation is included. For a related document on Choctaw morphology, see FL 002 865. (VM)

ED 058 789 FL 002 865

Nicklas, Thurston Dale

Choctaw Morphology.

Southeastern State Coll., Durant, Okla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-70-3473(280)

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjectives, Allomorphs, American Indian Languages, *Case (Grammar), *Choctaw, Grammar, *Language Patterns, Language Standardization, *Morphemes, *Morphology (Languages), Morphophonemics, Negative Forms (Language), Nominals, Plurals, Semantics, Suffixes, Syntax, Verbs

This paper provides an analysis of Choctaw morphology based on the orthographical system described by the same author (See FL 002 864). The author begins with a discussion of the articles, cases, and conjunctions of Choctaw, considering their forms and uses. A consideration of independent and dependent personal pronouns follows and forms the basis for the analysis of other elements in the language. The various series of dependent pronouns, operating as affixes, combine with other parts of speech to complete the meaning of a form. The author discusses the role of the dependent pronouns in nouns, adjectives, and verbs, while illustrating characteristics of the types in each of these forms. The consideration of the verb involves a discussion of participles and causatives as well as a system of verbal infixes. The final topic concerns commands and exhortations. Morphophonemic changes are considered through out the discussion. (VM)

ED 058 790 80 FL 002 870

Dusel, John P. And Others

Foreign Language Framework for California Public Schools: Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento. Bureau of Elementary and Secondary Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—192p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Articulation (Program), Computer Assisted Instruction, Cultural Education, Curriculum Guides, Educational Objectives, Guidelines, Individualized Instruction, *Instructional Improvement, *Instructional Program Divisions, *Language Instruction, *Language Programs, Linguistics, Modern Languages, Programmed Instruction, Program Guides, *State Curriculum Guides, Student Evaluation

This guide to language instruction in California public schools is designed for teachers, administrators, counselors, board members, parents, and curriculum planners. Five major areas concern: (1) creating effective foreign language programs, (2) designing a course of study for foreign languages, (3) implementing a foreign language program, (4) individualizing instruction, and (5) professional growth. This text focuses attention on the elements of foreign language instruction, clarifies common problems, offers solutions, and can be used in the planning or reappraisal of any school district's program of foreign language education. Specific chapters concern program articulation, culture, instructional objectives, language proficiency, instructional materials, program coordination, student placement, scheduling, paraprofessionals, programed learning and computer-assisted instruction, student contracts, and instructional improvement. Appendixes contain: (1) commercial language tests, (2) guidelines for evaluation of foreign language instructional materials, (3) study-abroad-program evaluation guidelines, (4) criteria for selection of FLES instructional materials, (5) legal provisions for foreign language instruction in California, (6) instructional objectives and student behaviors, and (7) selected references. (RL)

ED 058 791 FL 002 871

Indonesian Basic Course: Volume III, Lessons 17-24.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense,

Washington, D.C.

Report No.—01IN36

Pub Date Jan 72

Note—106p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audiolingual Methods, Basic Skills, Cartoons, *Indonesian, Indonesian Languages, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Malayo Polynesian Languages, Military Training, Textbooks

This field-test edition of the revised "Indonesian Basic Course" was prepared by the Defense Language Institute. Lessons include materials on: (1) location, question words, and classifiers; (2) negative requests and time words; (3) duration;

(4) nouns; (5) relative pronouns and adjectives; (6) disbelief or amazement; and (7) reduplication of verbs. Lessons include the use of dialogues, pattern drills, cultural notes, homework exercises, and vocabulary lists. Cartoons often illustrate basic dialogues. For the companion document see FL 002 810. (RL)

ED 058 792 FL 002 872

Russian Advanced Course: A Short History of the Development of Russian Language and Literature.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense,

Washington, D.C.

Report No.—06RU24

Pub Date Nov 71

Note—134p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Advanced Programs, *Anthologies, *Instructional Materials, Language Instruction, *Literary Styles, Literature, Literature Appreciation, Modern Languages, *Russian, *Russian Literature, Second Language Learning, Textbooks, Writing Skills

The purpose of this volume is to acquaint the student with the historical development of the Russian language and literature. Samples of the original works with English translations and lists of recommended readings are provided. Contents include a review of Russian literature by century, samples of the short story "Samizdat," and major biographical sketches are taken from the writings of Pushkin, Lermontov, Gogol, Dostoyevsky, L.N. Tolstoy, Turgenyev, Chekhov, Gorky, Bunin, Blok, Gumilyov, Mayakovsky, Yessenin, Babel, A.N. Tolstoy, Sholokhov, Pasternak, Bulgakov, Simonov, Solzhenitsyn, and Yevtushenko. For the companion document see FL 002 874. (RL)

ED 058 793 FL 002 873

Thai 18-Week Course: Volume IV, Lessons 31-40.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense,

Washington, D.C.

Report No.—04TH18; DAHC-15-68-C-0388

Pub Date Nov 71

Note—150p.; Field test edition

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audiolingual Methods, *Audiolingual Skills, Basic Skills, Instructional Materials, Intensive Language Courses, *Language Instruction, Listening Comprehension, Modern Languages, Reading Development, Reading Skills, Sino Tibetan Languages, Speech Skills, *Textbooks, *Thai

These lessons of the Defense Language Institute's 18-week "Short Course in Thai" are to be used with accompanying tape recordings and with the "Introduction to Thai Script" and "Glossary." The audiolingual text, for classroom use, is designed to train native-English speakers to level 1, elementary proficiency in speaking, understanding, and reading. Basic structural patterns of Thai are introduced along with vocabulary that is generally useful for Americans in Thailand. Lessons, focusing on daily life in Thailand, include the use of dialogues, vocabulary notes, response drills, and comprehension exercises. For a companion document see FL 002 560. (RL)

ED 058 794 FL 002 874

Russian Advanced Course: Literary and Colloquial Usage with Special Stress on Semantics and Idiomatic Expressions. Text and Workbook.

Defense Language Inst., Washington, D.C.

Spons Agency—Department of Defense,

Washington, D.C.

Report No.—06RU24

Pub Date Jun 71

Note—319p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Advanced Programs, Basic Skills, *Composition (Literary), Expressive Language, Idioms, Individualized Instruction, *Instructional Materials, Modern Languages, *Russian, *Standard Spoken Usage, Syntax, *Textbooks, Vocabulary Development

This text of literary and colloquial Russian is intended for advanced students who have a functional knowledge of essential structures and basic vocabulary. The main emphasis is on syntactical structure, stylistics of both the written and spoken language, general semantics, and the use of idioms. Grammatical statements pertaining to an item of grammar are followed immediately by exercises which exemplify the principle at hand and test the student's comprehension. Major attention is focused on: (1) substantives, (2) adjectives, (3) numerals, (4) reflexive pronouns and verbs, (5) verbs, (6) prepositions, (7) particles and parenthetical words, (8) structural deviation from the normal sequence of elements in a sentence, (9) sentence structure, (10) modifier clauses, and (11) complex sentences. An appendix, major bibliographical sources, and a glossary are included. Cyrillic script is used extensively. For the companion document see FL 002 872. (RL)

ED 058 795 FL 002 875
Haitian Creole Basic Course: Volume III, Lessons 21-30.

Defense Language Inst., Washington, D.C.
Spons Agency—Department of Defense, Washington, D.C.
Report No.—01HC24
Pub Date Jan 72
Note—202p.

Available from—Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audiolingual Methods, Basic Skills, Creoles, Cultural Education, *Haitian Creole, *Instructional Materials, *Intensive Language Courses, *Language Instruction, Language Skills, Modern Languages, Textbooks

This volume, the third in a series comprising the field-test edition of the Defense Language Institute's "Haitian Creole Basic Course," is extracted primarily from the instructor's guide to materials contained in Albert Valdman's "Basic Course in Haitian Creole." Materials are arranged in the order of their use in the classroom. Content of each class hour is indicated and includes: (1) perception drills; (2) dialogue with adjunct, cultural notes, cartoons, and suggested homework; (3) questions for the recitation hour; (4) pattern drills; (5) a recombination exercise text for comprehension or reading exercise; and (6) additional drills, exercises, and readings in area background. Dialogues of each lesson are translated, grammar notes included, and a list of new vocabulary provided. Ten lessons are presented including two review lessons. For the companion documents see FL 002 811 and FL 002 846. (RL)

ED 058 796 FL 002 877

Rosenthal, Bianca

[Sample German LAPS.]

Federal Way School District 210, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-17-210-70-430

Pub Date 70

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Behavioral Objectives, Classroom Materials, Cultural Education, Educational Resources, *German, *Individualized Instruction, *Instructional Materials, *Language Instruction, Modern Languages, Secondary School Students, Second Language Learning, Student Evaluation, Student Motivation

Four learning activity packages (LAPS) for use in secondary school German programs contain instructional materials which enable students to improve their basic linguistic skills. The units include: (1) "Grüsse," (2) "Ich Heisse...Namen," (3) "Tune into Your Career: Business Correspondence 'Auf Deutsch,'" and (4) "Understanding German Culture." Lessons suggest instructional objectives, required activities, evaluation procedures, and individual student projects. (RL)

ED 058 797 48 FL 002 878

Moser, Charles A.

Conference on Twentieth Century Bulgarian Literature. Final Report.

George Washington Univ., Washington, D.C.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 14 Jan 72

Contract—OEC-0-71-2728(823)

Note—118p.; Conference held October 28-30, 1971

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Area Studies, *Bulgarian, *Conference Reports, Literary History, Literature, *Resource Materials, *Slavic Languages, Speeches, *Twentieth Century Literature

This volume contains the materials of the Conference on Twentieth Century Bulgarian Literature including the texts of five papers prepared for the conference as well as a summary of the discussion which followed delivery of the papers. The works presented in this volume are: (1) Vivan Pinto's, "The History of Bulgarian Literature from 1900 to 1917;" (2) Edward Mozejko's, "The History of Bulgarian Literature from 1917 to 1944;" (3) Charles Moser's, "The History of Bulgarian Literature from 1944 to 1970;" (4) Howard Aronson's, "The Study of Bulgarian Language and Literature in the Context of Slavic and Balkan Area Studies;" and (5) Marin Pundeff's, "Scholarly and Library Resources for the Study of Twentieth Century Bulgarian Literature." (RL)

ED 058 798 FL 002 880

Smalley, William A.

Manual of Articulatory Phonetics: Teacher's Guide.

Pub Date 63

Note—104p.

Available from—Practical Anthropology, P.O. Box 1041, New Canaan, Connecticut 06840 (\$2.50)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, *Articulation (Speech), Descriptive Linguistics, *Instructional Materials, Language Instruction, *Phonetics, Phonology, Pronunciation, *Teaching Guides, *Teaching Techniques

This teaching guide is closely integrated with the "Manual of Articulatory Phonetics" (FL 002 882) and its "Workbook Supplement" (FL 002 881). The guide is based on lesson plans which have been developed by the staff using the manual during its developmental period. An introduction on using the lesson plans and teaching techniques is provided. There is a lesson plan for each drill session. This plan, in capsule form, gives directions for the material to be covered during the drill session; the kinds of drills to be used; and the progression, timing, and proportion of the period given to different parts of the work. The guide also suggests some staff responsibilities and procedures, and advocates a program that involves staff rotation and standardization of examinations. (Author/VM)

ED 058 799 FL 002 881

Smalley, William A.

Manual of Articulatory Phonetics: Workbook Supplement.

Pub Date 64

Note—106p.; Revised edition

Available from—Practical Anthropology, P.O. Box 1041, New Canaan, Connecticut 06840 (\$1.50)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, *Articulation (Speech), Descriptive Linguistics, *Instructional Materials, Language Instruction, Listening Skills, *Phonetics, Phonetic Transcription, Phonology, *Pronunciation, Tape Recordings, Textbooks, Vowels, *Workbooks

This workbook provides written exercises integrated with the listening and production exercises in the "Manual of Articulatory Phonetics" (FL 002 882). These exercises are of five principal kinds—drawing of facial diagrams, transcription, matching of symbols, English phonemic transcription, and English vowel phonemes. Materials in the workbook are grouped in approximately the order they are first required in the manual. For the most part, directions for the exercises are in the manual. A teacher's guide (FL 002 880) is also designed for the manual. (Author/VM)

ED 058 800 FL 002 882

Smalley, William A.

Manual of Articulatory Phonetics.

Pub Date 63

Note—512p.; Revised edition

Available from—Practical Anthropology, P.O. Box 1041, New Canaan, Connecticut 06840 (\$5.00)

Document Not Available from EDRS.

Descriptors—Adults, Applied Linguistics, *Articulation (Speech), Consonants, Descriptive Linguistics, Imitation, *Instructional Materials, Language Instruction, Language Skills, Listening Skills, *Phonetics, Phonetic Transcription, Phonology, Physiology, *Pronunciation, Suprasegmentals, Tape Recordings, Textbooks, Vowels

This textbook has been designed for courses in practical phonetics for beginning students. The point of view is that general phonetics is a primary skill of great importance to language students who want to acquire a fluent and accurate spoken mastery of a language in adulthood, as well as to linguists who need it as a basic tool of their profession. The instruction and drills presented in the manual are designed to sharpen the student's hearing of both familiar and exotic sounds, and to enable the student to develop a flexibility in his speech apparatus and learn to manipulate the various speech organs to produce unfamiliar combinations of movement. Other goals are the development of mimicry and sound-symbol association. The manual is designed to provide one lesson for each 50- to 55-minute class drill session, with two such drill sessions per day. The lessons are alternated, first between consonants and pitch, and then between consonants and vowels. Tape recordings have been made of the exercises contained in the manual. They are intended to be used at any point where the student feels his mastery of the sound type or combination of sounds is not adequate. A workbook (FL 002 881) and a teacher's guide (FL 002 880) accompany the manual. (Author/VM)

ED 058 801 FL 002 884

Stewart, Adela Artola

Mini-clases de español: A Small Group Process Approach to Beginning Spanish Instruction in the Elementary School.

Wilson Elementary School District 7, Phoenix, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-120066

Grant—OEG-6-0-9-12011-3465

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiolingual Methods, Classes (Groups of Students), Conversational Language Courses, Curriculum Guides, Elementary Schools, *Fles, Group Instruction, *Instructional Materials, Lesson Plans, Modern Languages, *Small Group Instruction, *Spanish, Student Evaluation, *Teaching Techniques, Textbooks

This manual contains eight Spanish lessons intended for classroom use in small, heterogeneous groups of no more than six children for a daily period of approximately 20 minutes. Lessons may be adapted for use in kindergarten, first, or second grade. Emphasis is placed on question-asking utterances to encourage information-seeking skills and to initiate dialogue patterns. The units presented outline lesson objectives, skills to be developed, and suggested teaching procedures. Illustrated vocabulary cards are included. Specific suggestions for student evaluation focus on visual, auditory, conceptual, and motor skills. (RL)

ED 058 802 FL 002 885

Stewart, Adela Artola

Contrastive Analysis of Spanish and English Sounds Which Create Pronunciation Difficulties.
Wilson Elementary School District 7, Phoenix, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—P-120066

Pub Date 71

Grant—OEG-6-0-9-12011-3465

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Speech), Behavior Patterns, Consonants, *Contrastive Linguistics, *English, English (Second Language), Ethnic

Groups, Language Instruction, Mexican Americans, *Phonemics, Phonology, Second Language Learning, *Spanish, Spanish Americans, Speech Education, Speech Habits, Speech Handicaps, Speech Improvement, Syllables, Verbal Communication

This pamphlet presents the content of a workshop on the contrastive analysis of Spanish and English sounds which create pronunciation difficulties for Mexican-American children learning the English language. Introductory remarks lead to teaching procedures for: (1) "ch" (voiceless alveo-palatal affricate), (2) "sh" (voiceless alveo-palatal fricative), (3) contrast of "ch" and "sh" (4) "th" (voiceless dental fricative), (5) "th" (voiced dental fricative), (6) initial "d," medial position "d," and final "ed" (voiced alveolar stop /d/), (7) final "d" (voiced alveolar stop /d/), (8) final "ng" (voiced velar nasal), (9) "z" (voiced alveolar fricative /z/), (10) short "i," and (11) "y" (voiced alveo-palatal resonant semiconsonant /y/). Suggested games and practice drills are included. A selected bibliography concludes the text. (RL)

ED 058 803 FL 002 886

Parent Questionnaire on Bilingual Education.

Jersey City State Coll., N.J.; National Consortium for Bilingual Education, Fort Worth, Tex.; Vineland School District, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingual Students, *Educational Attitudes, Educational Interest, Educational Objectives, English (Second Language), English Education, Family Environment, Family Influence, Language Programs, *Parent Attitudes, Parent Participation, Parent Reaction, Program Administration, Program Evaluation, Question Answer Interviews, *Questioning Techniques, *Questionnaires, Spanish Speaking

This document provides a questionnaire to be used to determine the attitudes and influence of parents who have children in bilingual education programs. Thirty seven questions are listed, covering such factors as family background, language usage at home, and aspirations for the education of the children. Techniques for administering the questionnaire are suggested along with possible uses of the resulting information. (VM)

ED 058 804 FL 002 887

Medinnus, Gene R. And Others

Parent Attitudes Toward Education Scale.

Las Cruces School District, N. Mex.; National Consortium for Bilingual Education, Fort Worth, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingual Students, *Educational Attitudes, Educational Background, Educational Interest, Educational Objectives, English (Second Language), English Education, Family Environment, Family Influence, Language Programs, *Parent Attitudes, Parent Participation, Parent Reaction, Program Administration, Program Evaluation, Question Answer Interviews, *Questioning Techniques, *Questionnaires, Spanish Speaking

This document provides a questionnaire to be used to determine the attitudes and influence of parents who have children in bilingual education programs. Fifty three statements to be classified by varying degrees of agreement and disagreement are listed concerning parental attitudes toward schools and teachers, the value of education, the value of the parent's own education, and language education in general. Techniques for administering the questionnaire are suggested along with possible uses of the resulting information. (VM)

ED 058 805 FL 002 894

A Language-teaching Bibliography.

British Council, London (England). English Teaching Information Centre; Centre for Information on Language Teaching, London (England).

Pub Date 72

Note—242p.; Second edition

Available from—Cambridge University Press, 32 East 57th St., New York, N.Y. 10022 (\$10.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, English, English (Second Language), French, German, Instructional Program Divisions, Italian, Language, *Language Instruction, Language Research, Linguistic Theory, *Modern Languages, *Resource Materials, Russian, Spanish, *Teaching Methods, Teaching Skills, Teaching Techniques

This annotated bibliography provides a guide to books on the theory and practice of language teaching. Instructional materials for classroom use are not included. Eight sections of materials are contained in the work: (1) language, (2) language teaching, (3) English for speakers of other languages, (4) French, (5) German, (6) Italian, (7) Russian, and (8) Spanish. Resource materials concerning the history of language, grammar and structure, phonology, orthography, vocabulary and usage, dialects, contrastive analysis, teaching methods, dictionaries, and bibliographies are listed in each of the sections. The unit on "languages" lists books covering aspects of linguistics which are relevant to the teaching of any language and the relationship of language to society. The complementary contributions of psychology, general educational methodology, and teaching methodology are also cited. An author index is provided. (RL)

ED 058 806

FL 002 896

Duda, H. M.

A Proposal for Research: Ridna Shkola, (Ukrainian Studies Schools), 1950-70.

Pub Date 71

Note—77p.; Page 13 missing

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ethnic Distribution, Ethnic Origins, Ethnic Status, Ethnic Stereotypes, *Ethnic Studies, Foreign Culture, *Instructional Program Divisions, *Minority Groups, Schools, *School Surveys, Slavic Languages, Subculture, *Ukrainian

The Ukrainian Studies Schools (Ridna Shkola) during the period 1950-70 are the central focus of this study which discusses issues related to ethnicity, support of non-public education, and minority, core-culture relationships within the community. The study documents the history of Ridna Shkola in the United States from their inception, charting changes, exploring and verifying causation, and analyzing: (1) the relationship of Ridna Shkola and the Ukrainian community, (2) the future of these schools, and (3) their specific and theoretical relevance to American education. The underlying consideration of the study (the ethnic factor) is examined in terms of the ethnic community as it is related to American society. (RL)

ED 058 807

FL 002 902

Bibliographie: Moderner Fremdsprachenunterricht (Bibliography: Modern Foreign Language Instruction), 1971. Volume 2, Number 4.

Informationszentrum für Fremdsprachenforschung, Marburg (Germany).

Spons Agency—Arbeitskreis zur Förderung und Pflege wissenschaftlicher Methoden des Lehrens und Lernens e.v. (Germany); Volkswagen Foundation, Hanover (West Germany).

Pub Date Dec 71

Note—125p.; In German

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, *Annotated Bibliographies, Audiovisual Aids, Bilingualism, Cultural Education, *Documentation, English (Second Language), Grammar, Information Dissemination, Information Retrieval, *Information Systems, *Language Instruction, Language Laboratories, Linguistics, *Modern Languages, Programmed Instruction, Subject Index Terms, Teacher Education, Teaching Methods, Teaching Techniques

This annotated bibliography on the teaching of modern foreign languages was prepared by the West German documentation center dealing with foreign language research, a center similar to the clearinghouses in the Educational Resources Information Center (ERIC). Most of the 230 entries appeared in 1971. The sections of the bibliography include: (1) an alphabetical listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry in the first section. A list of journals cited, an author index, and a listing of other bibliographies on the topic are included. For related documents see ED 044 956, ED 044 999, ED 047 591, ED 050 653, and ED 053 632. (WB)

ED 058 808

FL 002 903

Rivera, Tomas

Literatura chicana: Vida en busca de forma (Chicano Literature: Life in Search of Form).

Pub Date Dec 71

Note—12p.; Paper presented at the American Association of Teachers of Spanish and Portuguese annual convention, Chicago, Illinois, December 28-30, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, *Creative Expression, Cultural Awareness, *Cultural Background, *Cultural Enrichment, English, Essays, Language, *Literature, *Mexican Americans, Novels, Poetry, Short Stories, Sociology, Spanish, Stereotypes, Theater Arts

The Chicano culture is searching for appropriate expression in art forms and literature. The Chicano novel and essay, often written in English, seem directed toward the North American public. The short story is the most varied in viewpoint and most versatile in form. Poetry captures the Chicano sensitivity. It is almost impossible to note the variety of forms, different languages, and mixtures of language in poetry. Drama is experimental and seeks to be didactic, using sarcasm and irony. The art forms most capable of changing the stereotype are written in English. Those forms most capable of reaching Chicanos are written in popular language or in Spanish. (VM)

ED 058 809

FL 002 904

Alter, Maria P.

A Modern Case for German.

American Association of Teachers of German.

Pub Date 70

Note—27p.

Available from—American Association of Teachers of German, 339 Walnut St., Philadelphia, Pennsylvania 19106 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Language Programs, Enrollment Rate, *Enrollment Trends, *German, Language Enrollment, *Language Instruction, Language Programs, Modern Languages, Program Development, *Relevance (Education), Statistical Data, Student Motivation, Student Needs

Noting a 14.3 percent decline in student enrollment in college German-language programs between the fall terms of 1968 and 1970, an analysis of the situation is developed and proposals for reversing the trend are outlined. Six major sections discuss: (1) the sad evidence of figures and what they mean for German, (2) the foreign language crisis then and now, (3) 36 traditional reasons for retaining foreign language requirements, (4) the modern world and what foreign languages can do for it, (5) the modern reasons for studying foreign languages, and (6) the modern case for German. Concluding remarks stress the idea that German studies, in order to remain competitive in the curriculum, will have to find ways to become relevant for today's student. (RL)

ED 058 810

FL 002 906

Szamosi, Michael

Outline of Hungarian Complementation.

Language Research Foundation, Cambridge, Mass.

Pub Date Sep 71

Note—31p.; In Language Research Report No. 5, p1-31

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Deep Structure, Descriptive Linguistics, English, Grammar, *Hungarian, Kernel Sentences, Linguistic Theory, Nominals, Phrase Structure, *Sentence Structure, Structural Analysis, Surface Structure, *Syntax, Transformational Generative Grammar, *Transformations (Language), Verbs

This study presents a preliminary analysis of Hungarian complement constructions and the syntactic operations needed to account for them. The expository framework (and the implicit framework of the research itself) is based upon that of Rosenbaum (1967). The aim of the paper is to arrive at a rough picture of the kinds of structures and syntactic devices evidenced by Hungarian complement (and other) constructions. The author seeks to justify the validity of the following notions in a grammar of Hungarian complementation: the existence, in the base component, of a particular phrase-structure rule concerning embedding in a complex sentence; and

the presence of the syntactic transformations of extraposition, equinoun-phrase deletion, and some of subject-raising. Before a discussion of subject raising, the author demonstrates how the syntactic machinery he has described works in the derivation of a variety of surface constructions involving essentially the same underlying structure. A list of references is included. (Author/VM)

ED 058 811 FL 002 908

Long, Jacqueline

Quelques aspects du folklore de la région Roannaise autour de 1950 (Some Aspects of Folklore of the Roanne Region about 1950).

Pennsylvania State Modern Language Association.

Pub Date 71

Note—3p.; Speech presented at the Pennsylvania State Modern Language Association Conference, Gannon College, Erie, Pennsylvania, October 1970

Journal Cit—Bulletin of the Pennsylvania State Modern Language Association; v50 n1 p9-11 F 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Background, *Cultural Context, *Cultural Education, *Folk Culture, *French, *Instructional Materials, *Instructional Program Divisions, *Language Instruction, *Modern Languages

Identifiers—*France

This article examines several aspects of folklore characteristic of the region of Roanne, France, during the 1950's. The town of Roanne, located between Clermont Ferrand and Lyon on the Loire River, is described in terms of its festive activities during several key holidays. The erosion of various customs and traditions, an inevitable result of the passing of time, is also discussed. (RL)

ED 058 812 FL 002 912

Machiran Sague, Consuelo

El Folklore de Cuba: Primera Parte (The Folklore of Cuba: Part 1).

Pennsylvania State Modern Language Association.

Pub Date 71

Note—5p.; Speech presented at the Pennsylvania State Modern Language Association Conference, Gannon College, Erie, Pennsylvania, October 1970

Journal Cit—Bulletin of the Pennsylvania State Modern Language Association; v50 n1 p3-7 F 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childrens Games, *Cultural Background, *Culture, *Dance, *Ethnology, *Folk Culture, *History, *Latin American Culture, *Legends, *Music, *Mythology, *Proverbs, *Religion, *Social Sciences, *Sociology, *Spanish Culture, *Spanish Speaking

Identifiers—*Cuba

The study of the history of a country must be accompanied by study of all the elements that contribute to its folklore: music, dances, legends, myths traditions, proverbs, and customs. This paper provides examples of elements within the folk tradition of Cuba that contribute to the study of history. The background of several songs, games, and dances is presented. Examples of religious stories and legends are discussed. (VM)

HE

ED 058 813 HE 002 526

Careers, Conditions and Research Organization in Higher Education.

Society for Research into Higher Education, Ltd., London (England).

Report No—SRHE-1

Pub Date Jul 71

Note—15p.

Available from—Administrator, SRHE, 20 Gower Street, London, WC1E 6DP (30p)

Document Not Available from EDRS.

Descriptors—Educational Research, *Educational Researchers, *Employment Problems, *Foreign Countries, *Higher Education, *Researchers, Salaries

Identifiers—*Great Britain

This is the report of a working party that was formed to investigate the employment conditions

of persons engaged in research in higher education in Great Britain. The report summarizes some of the problems encountered by the educational researchers, which include: (1) financing with short-term grants; (2) the difficulty of obtaining permanent university posts; and (3) the small scale and fragmentary nature of the field. There are 2 types of research in higher education: (1) discipline based research; and (2) research that involves evaluation of policy and practices. The 1st type of research should be based in the universities, but this is not necessarily true for the 2nd type. The report then suggests a number of ways in which the organization of research into higher education might be developed and improved, and recommends that the salary scales of research officers and research fellows be related to lecture scales, and that all research grants include provision for increasing salary scales in line with awards made to university teachers. (AF)

ED 058 814 HE 002 527

Greenaway, Harriet

Training of University Teachers: A Survey of its Provisions in Universities in the United Kingdom.

Society for Research into Higher Education, Ltd., London (England).

Report No—SRHE-2

Pub Date Jul 71

Note—32p.

Available from—Administrator, SRHE, 20 Gower Street, London, WC1E 6DP (50p)

Document Not Available from EDRS.

Descriptors—*College Teachers, *Foreign Countries, *Higher Education, *Inservice Teacher Education

Identifiers—*Great Britain

This report presents summary information on the provision of in-service training for university teachers in British institutions of higher education. The institutions were asked to supply information on: (1) the history of the training of university teachers in their institutions, including who makes the policy and how the policymakers were chosen, when the training started, and who provides the training; (2) who receives the training and how they are chosen; (3) when the training takes place; and (4) what form past training has taken. This report discusses the responses by institution in descriptive and tabular form. (AF)

ED 058 815 HE 002 528

Research into Higher Education 1970: Papers Presented at the Annual Conference of the Society for Research into Higher Education (6th).

Society for Research into Higher Education, Ltd., London (England).

Pub Date Jul 71

Note—48p.

Available from—Society for Research into Higher Education, 20 Gower Street, London, WC1E 6DP (90p)

Document Not Available from EDRS.

Descriptors—*Academic Performance, *College Bound Students, *Foreign Countries, *Higher Education, *Objectives, *Research, *Teaching

Identifiers—*Great Britain

This report presents three papers that were prepared for the 6th annual conference of the Society for Research into Higher Education, a London based organization. The 1st paper is "Factors Influencing Choice of Higher Education," by Margaret D. McCreath. She discusses part of an intensive study of the transition between school and higher education made in 1967, including: (1) the extent to which the students were aware of higher education entry requirements; (2) from whom they got most guidance at times of subject choice; (3) with whom they discussed their intended applications to higher education institutions; and (4) what they would do after school. Their responses are analyzed in terms of ability, higher education aim, and family knowledge of higher education. The 2nd paper: "Educational Objectives and Student Performance within the Binary System," by N.J. Entwistle and K.A. Percy deals with a research project underway at the Department of Educational Research at Lancaster that aims to: (1) identify the characteristics of successful students in the 3 sectors of British higher education; and (2) reexamine the objectives of the various institutions that comprise the system of higher education. The 3rd paper: "Cooperative Research in

Teacher Education: Progress and Prospects," by E. Stones reviews some research projects on teaching in higher education. (AF)

ED 058 816 HE 002 685

Trout, Roy

Special Degree Programs for Adults: Exploring Nontraditional Degree Programs in Higher Education.

American Coll. Testing Program, Iowa City, Iowa.

Report No—ACT-Spec-R-4

Pub Date 71

Note—71p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Degrees (Titles), *Higher Education, *Special Degree Programs

In 1961 the University of Oklahoma launched its Bachelor of Liberal Studies degree program as a "new frontier in adult education." During the past decade it had developed into a program that has been studied and copied by other institutions as the need for such programs became more widely recognized. This book deals with: (1) the need for special degree programs; (2) development of such programs; (3) the University of Oklahoma's 2 major special programs; and (4) prospects for future developments. (HS)

ED 058 817 HE 002 686

Richards, N. David, Ed. Cohen Lois K., Ed.

Social Sciences and Dentistry: A Critical Bibliography.

Federation Dentaire Internationale.

Pub Date 71

Note—382p.

Available from—A. Sijthoff, The Hague, Netherlands

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Dental Health, *Dentistry, *Health, *Higher Education, *Professional Education, *Social Sciences

This bibliographic review of social sciences studies in the field of dentistry is a result of the collaboration of dentists and social and behavioral scientists who volunteered manuscripts to the Commission on Dental Practice of the Federation Dentaire Internationale. The manuscript topics include: (1) social science research on the dental student; (2) social science techniques in dental education; (3) the prediction of student success in dental schools; (4) dental manpower and dentistry as an institution; (5) characteristics of dental practice; (6) continuing education research; (7) the dentist-patient relationship; (8) utilization of dental services; (9) dental health education of adults; (10) school dental health education; (11) social factors in dental epidemiology; (12) the fluoridation issue as studied by a social scientist; and (13) the role of social sciences in dentistry. (HS)

ED 058 818 HE 002 697

Freeman, James And Others

Creativity. A Selective Review of Research.

Society for Research into Higher Education, Ltd., London (England).

Pub Date Sep 71

Note—182p.

Available from—Society for Research into Higher Education, Ltd., 20 Gower Street, London, WC1E 6DP (\$6.60)

Document Not Available from EDRS.

Descriptors—*Creative Thinking, *Creativity, *Creativity Research, *Higher Education, *Imagination, *Individualism, *Self Expression

This book is a study of developments in the field of creativity. The major topics include: (1) creativity as related to intelligence and personality; (2) the structure of intellect; (3) research into convergent and divergent thinking; (4) educational factors in creativity; (5) creativity and environment; and (6) current trends in creativity research. A list of references and a bibliography are included. (HS)

ED 058 819 HE 002 701

Fink, Ira Stephen Cooke, Joan

Campus/Community Relationships: An Annotated Bibliography.

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date Apr 71

Note—70p.

Available from—Society for College and University Planning, c/o Columbia University, Low Memorial Library, New York, N.Y. 10027

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Annotated Bibliographies, *Community Involvement, Community Planning, *Development, Educational Administration, Educational Innovation, *Higher Education, Innovation, *Organization, *School Community Relationship

This bibliography was compiled to review some of the current materials on the subject of campus/community relationships with particular emphasis on studies relating to the 9 campuses of the University of California. The detailed summaries included should be helpful to increasing numbers of campus and community planners, policymakers, and administrators who must deal in explicit ways with both the problems and the opportunities created by growth and change within college and university districts. (HS)

ED 058 820 HE 002 719

Summary Report 1970: Doctorate Recipients From United States Universities.

National Academy of Sciences - National Research Council, Washington, D.C.

Report No.—OSP-MS-4

Pub Date Mar 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Degrees (Titles), *Doctoral Degrees, *Employment Patterns, Employment Statistics, *Graduate Students, Graduate Surveys, *Higher Education, Surveys

This report presents 4 tables that give a summary of all research doctorates earned during the period July 1, 1969 through June 30, 1970. Highlights of the findings are: (1) there were 14.4% more Ph.D.'s granted in fiscal year 1970 than the previous year; (2) 78.8% of all doctorate recipients planned to enter regular employment following graduation, 13.1% planned postdoctoral study, 1.7% were scheduled for military service, and 6.4% were uncertain; and (3) of those entering regular employment, 70% were to be employed in educational institutions, 15% in industry and business, 9% in government, and about 3% in nonprofit organizations. (HS)

ED 058 821 HE 002 742

Employment of New Ph.D.'s and Postdoctorals in 1971. A Survey Report.

National Academy of Sciences - National Research Council, Washington, D.C.

Report No.—OSP-MS-5

Pub Date Aug 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, Engineers, *Graduate Study, *Higher Education, *Job Market, Science Careers, *Unemployment

This report summarizes the results of a survey of doctoral departments in U.S. universities in the winter of 1970-71. The study was conducted to determine the current employment status of recent recipients of the doctorate and postdoctoral degrees in the fields of science and engineering. In addition to tabulated data from the survey, the report contains background data from the Doctorate Records File that indicates long-term trends in the specified fields. The evidence of the survey shows that it was more difficult for the doctorate recipients and postdoctorals of 1970 to obtain satisfactory jobs than for those of 1969. Both underemployment and unemployment essentially doubled from 1969 to 1970. Translated into numbers of individuals on a national basis, it is estimated that about 225 Ph.D.'s of 1970 in the survey fields held jobs that did not utilize their graduate training and about 285 were unemployed. (HS)

ED 058 822 HE 002 743

Reck, W. Emerson

ACPRA's First Half Century, 1917-1967.

American Coll. Public Relations Association, Washington, D.C.

Pub Date 67

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Higher Education, *Human Services, *Journalism, *News Media, *Public Relations

This report presents a history of the first 50 years of the American College Public Relations Association (ACPRA). Founded in 1917 as the

American Association of College News Bureaus (AACNB), the Association changed its name twice and rose in membership from 24 to 3,109 individuals in just 50 years. A 16 page supplement containing letters and reprints from convention reports, newsletters, and various ACPRA magazines accompanies the report. (HS)

ED 058 823 HE 002 745

Toward An Effective Utilization of Independent Colleges and Universities by the State of Ohio.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Jan 71

Note—72p.

Available from—The Association of Independent Colleges and Universities of Ohio, 50 West Broad Street, Columbus, Ohio 43215

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Planning, *Financial Needs, *Financial Support, *Higher Education, Management, *Private Colleges

The primary focus of this study is to determine the financial condition, past and present, of the 41 member institutions of the Association of Independent Colleges and Universities of Ohio (A-ICUO), and to build the best possible case for substantially increased use of these institutions by the State and by the people of Ohio. The study process includes an exhaustive statistical survey of each institution, an investigation of State support of private institutions in other states, and an assessment of the management and planning procedures of these institutions. Findings show that many Ohio private colleges are mired in a deficit economy which, according to reliable indicators, will get worse unless present trends are effectively reversed. Recommendations are made to alleviate this and other critical problems at hand. (HS)

ED 058 824 HE 002 746

Warkov, Seymour And Others

Graduate Student Finances, 1963. A Survey of Thirty-Seven Fields of Study.

National Opinion Research Center, Chicago, Ill. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-103

Pub Date Sep 65

Note—428p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Academic Achievement, *Educational Finance, Employment Patterns, *Financial Support, *Graduate Students, *Graduate Study, *Higher Education

This is a report of a large scale survey conducted to meet the need for up-to-date information on the sources, types, and amounts of support available to graduate students, on the effects of stipend holding on academic progress and patterns of employment, and on other aspects of graduate education. The report is based on a sample of graduate students enrolled in accredited institutions during the spring term, 1963. Self-administered schedules were sent to 25,000 students enrolled for study in 37 detailed fields of study, encompassing the physical sciences, life sciences, behavioral sciences, engineering, and humanities. The data are based on questionnaires completed by 20,114 graduate students sampled from 130 schools. (HS)

ED 058 825 HE 002 747

Berger, Alan S.

Longitudinal Studies on the Class of 1961: The Graduate Science Students.

National Opinion Research Center, Chicago, Ill. Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No.—R-107

Pub Date Jan 67

Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Careers, *Graduate Study, *Higher Education, *Manpower Development, Manpower Utilization, *Science Careers, *Scientific Manpower

The outcome of senior plans for graduate study and actual educational behavior during the first few years after college graduation are related in important ways to national manpower resources. In order to estimate and allocate the nation's supply of trained specialists, therefore, one must know not only the size of the college graduating class but also the percentages in various fields who go on to graduate school, the number who

complete their degrees, and the length of time of degree work. This report attempts to provide some of this information as related to scientific fields concerned with medical and health-related manpower. The report is organized into four chapters that (1) analyze factors related to patterns of enrollment in graduate school; (2) analyze factors related to the realization of plans for advanced study in the selected science fields; (3) examine the work experiences of those who did not realize their plans for advanced study; and (4) examine the relationship between graduate school experiences and career plans of science students. (HS)

ED 058 826 HE 002 748

The American Freshman: National Norms for Fall 1971.

American Council on Education, Washington, D.C. Office of Research.

Report No.—ACE-RR-Vol-6-R-6

Pub Date Dec 71

Note—106p.

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Freshmen, *College Students, *Educational Research, Freshmen, *Higher Education, *School Surveys

This report presents national normative data on characteristics of students entering colleges as first-time freshmen during the early part of the 1971-72 academic year. The major purpose of this ongoing longitudinal research program is to determine how students are affected by the colleges they attend. The data was collected by administering the 1971 Student Information Form (SIF) to freshmen during the first few weeks of school. The SIF is designed to elicit a wide range of biographic and demographic data, as well as data on the student's high school background, career plans, educational aspirations, financial arrangements, high school activities and behaviors, and current attitudes. (HS)

ED 058 827 HE 002 751

Cross, K. Patricia

New Students of the '70s.

California Univ., Berkeley, Center for Research and Development in Higher Education.

Pub Date 71

Note—5p.

Available from—The Research Reporter, Center for Research and Development in Higher Education, 2150 Shattuck Avenue, U. of Cal., Berkeley, California 94704

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academically Handicapped, *College Students, Curriculum, Disadvantaged Youth, *Educational Innovation, *Higher Education, Individualized Curriculum, Open Enrollment

Most of America's newest college students are the white sons and daughters of blue collar workers who, because of increased college access, are often poor students academically as well as poor students financially. Colleges must be prepared to offer these students a new kind of learning experience to make freedom of access to college more than a hollow victory. An evaluation of the new students' family background, past educational experience, attitudes and values, and educational interests has been made to pave the way for innovation in the educational system, and findings show that a proposal for an effectively implemented student-centered curriculum is in order. (HS)

ED 058 828 HE 002 752

Henderson, Algo Gumas, Natalie

Educating for Service: Black Studies for Premeds.

California Univ., Berkeley, Center for Research and Development in Higher Education.

Pub Date 71

Note—3p.; article taken from Admitting Black Students to Medical and Dental Schools, Center for Research and Development in Higher Education, U. of Cal., Berkeley

Available from—Publication Division, Center for Research and Development in Higher Education, 2150 Shattuck Avenue, U. of Cal., Berkeley, California (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, Ethnic Studies, Health Activities, *Higher Education, *Medical Students, *Social Responsibility

Traditional undergraduate liberal arts courses, required of most premedical and pre dental students, have failed dismally to motivate doctors and dentists to become concerned with the health problems of the poor, be they black or white. Examination of black studies programs leads the authors to believe that these programs, if planned with the purpose in view, would be a source of additional doctors and dentists with humanitarian and community-oriented values. (HS)

ED 058 829 HE 002 753

Levi, Edward H.

A Celebration of Leadership.

Brigham Young Univ., Provo, Utah.

Pub Date 12 Nov 71

Note—10p.; Speech presented at the inauguration of Dallin H. Oaks as president of Brigham Young University, November 12, 1971, Provo, Utah

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, *Educational Philosophy, *Higher Education, *Philosophy

This is a speech presented at the inauguration of Dallin H. Oaks as president of Brigham Young University. The author discusses the history of institutions of higher education, the philosophy underlying the creation of such institutions, and offers an extensive critique of the Office of Education's "Report on Higher Education." He calls for universities to reaffirm their identity and purpose within this framework. (HS)

ED 058 830 HE 002 755

An Annotated Bibliography on Graduate Education, 1950-71.

National Academy of Sciences - National Research Council, Washington, D.C.

Pub Date Jul 71

Note—242p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administration, Annotated Bibliographies, *College Faculty, *Educational Finance, *Graduate Students, *Graduate Study, *Higher Education

This bibliography summarizes most of the pertinent recent literature on the subject of graduate education. The major categories included are: (1) history and development; (2) students; (3) administrators and faculty; (4) structure and functions; (5) instruction and research; (6) manpower; and (7) costs and financing. Topical and author indexes with cross-referencing are provided. (HS)

ED 058 831 HE 002 757

Walsh, Ethel Bent

The Role of Government in the Attainment of Equal Opportunity for Women in Universities.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Dec 71

Note—36p.; Paper presented at the 138th meeting of the American Association for the Advancement of Science

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Rights Legislation, *Equal Opportunities (Jobs), *Feminism, *Higher Education, Legislation, Women Professors, *Womens Education

Historically, institutions of higher learning have been regarded as the standard bearers of high moral, ethical, and democratic conduct. Now, however, it appears that colleges and universities are participating in a pattern of sex discrimination in both admissions and employment procedures. This discrimination has reached the point that federal intervention is a necessity. This paper cites general and specific cases of this type, and gives examples of active and pending legislation created for the attainment of equal opportunity for women in universities. (HS)

ED 058 832 HE 002 760

A Pilot Test of the Resource Requirements Prediction Model at Humboldt State College.

California State Colleges, Inglewood. Office of the Chancellor.

Pub Date Sep 71

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Science, Educational Administration, *Educational Planning, *Higher Education, *Management, *Management Information Systems

This publication presents Humboldt State College's experience with the pilot testing of the Resource Requirements Prediction Model (RRPM), an analytic computer designed to aid management decisionmaking and planning in institutions of higher education. RRPM has great potential as a planning tool that can improve resource management in higher education. Its cost computations represent an important first step in the difficult task of allocating costs back to degree winners, the ultimate outputs of the educational process. Used in a predictive mode, RRPM generates a large amount of information relevant to the planning of both support and capital budgets. Used in a simulation mode it provides a powerful tool for examining the consequences of alternative policy formulations. Additionally, RRPM serves as a very suggestive starting point for the definition of a comprehensive data base on one hand and for the further investigation of phenomena that are not now included in the model itself on the other. (Author/HS)

ED 058 833 HE 002 762

Walizer, Michael H. Herriott, Robert E.

The Impact of College on Students' Competence to Function in a Learning Society.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date Dec 71

Note—47p.

Available from—Research and Development Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Graduates, *College Students, *Higher Education, *Interpersonal Competence, *Social Development

A considerable amount of evidence shows that college has an impact on the personality characteristics of students in ways that could be interpreted as giving competence to college graduates to function successfully in leadership roles within our society. College graduates are more autonomous, independent, flexible, and socially involved, for example, than noncollege graduates. This personality difference could be due to student differences upon college entrance, or could be a result of the effects of the structural aspects of colleges and universities as social institutions. These 2 possibilities were explored by using the Social Maturity Scale of the Omnibus Personality Inventory, and results show that student change is related to the social structures of the colleges attended as well as to student characteristics upon college entrance. (HS)

ED 058 834 HE 002 763

Stier, William F., Jr.

Student-Athlete Attrition Among Selected Liberal Arts Colleges.

Briar Cliff Coll., Sioux City, Iowa.

Pub Date 21 May 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletes, *College Students, Dropout Identification, *Dropout Prevention, Dropouts, *Guidance Counseling, *Higher Education

The problem of student attrition at our colleges and universities has been a major concern of educators and parents alike for many years. This report has as the focal point the plight of the student-athlete in the dropout syndrome. A 5-page questionnaire designed to solicit information regarding selective screening procedures, detection of potential dropouts, and techniques of guidance and counseling, was developed and sent to the athletic directors of 55 liberal arts colleges in Iowa, Nebraska, South Dakota, and Minnesota. Thirty-eight of the 55 questionnaires were completed and returned; the data are presented along with opinions that were obtained. (HS)

ED 058 835 HE 002 768

Parry, Mary Ellen

A Survey of Programs for Disadvantaged Students in Graduate Schools.

Educational Testing Service, Princeton, N.J.

Report No.—PR-70-1

Pub Date Feb 70

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Economically Disadvantaged, *Educationally Disad-

vantaged, Graduate Students, *Graduate Study, *Higher Education

The purpose of this study is to obtain information concerning procedures and programs established for disadvantaged graduate students. The means used for gathering this information was a 3-part questionnaire which was sent to the deans of the 287 graduate schools belonging to the Council of Graduate Schools in the U.S. The first section of the questionnaire deals with recruitment, admission requirements, remedial services, and financial aid. The second section is concerned with when the procedures for disadvantaged students were first established, whether or not changes have been made or are planned for the future, and the number of disadvantaged students enrolled. The third section of the questionnaire asks for an evaluation of student achievement. The results of this survey indicate that many graduate schools have at least some policies and procedures for students from deprived circumstances. The number of graduate schools involved in this important facet of graduate education has been increasing during the last several years, and the number of disadvantaged students in the programs, while still rather low, is also increasing. (HS)

ED 058 836 HE 002 769

The Status of Women Faculty at Illinois State University 1970-71.

Illinois State Univ., Normal.

Pub Date 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Rights, *Equal Opportunities (Jobs), *Feminism, *Higher Education, *Women Professors

Identifiers—*Illinois State University

This paper is the product of a research committee formed to make a study of the status of women at Illinois State University (ISU). Of primary concern are questions relating to equality of women in rank, number, promotion, salary, tenure, and opportunities for advancement. Results of the study show that: (1) although women comprise 28% of the faculty primarily responsible for teaching, over half of the women faculty hold rank below that of assistant professor and only 11% of the women hold the rank of professor as compared with 17% of the men; (2) women number 383, which is 31% of the total faculty; (3) 61% of the part-time faculty are women; (4) women in most ranks and colleges earn less than men, whether one compares medians or means; (5) 26% of the faculty with tenure are women, 21% on sabbatical leaves are women, and 23% of those on nonsabbatical leaves are women; and (6) it appears that promotions and salary increases are slower for women than for men. (HS)

ED 058 837 HE 002 771

Jellema, William W.

"The Red and the Black." Special Preliminary Report on the Financial Status, Present and Projected, of Private Institutions of Higher Learning.

Association of American Colleges, Washington, D.C.

Pub Date [70]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, Financial Needs, *Financial Support, *Higher Education, *Private Colleges, *Private Financial Support

This study was undertaken to assemble up-to-date hard financial data on all accredited private institutions of higher education, and to analyze and evaluate these data in order to present a solidly based description of the current situation. The questionnaires returned illustrate that private colleges and universities have reason to be apprehensive about their future. For institutions running deficits, the financial situation goes from serious to critical, and for those colleges operating in the black, things are getting dimmer. Taken collectively, they will not long be able to serve higher education and the nation with strength unless significant aid is soon forthcoming. (HS)

ED 058 838 HE 002 772

Jellema, William W.

Redder and Much Redder: A Follow-up Study to "The Red and The Black."

Association of American Colleges, Washington, D.C.

Pub Date Sep 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, Financial Needs, *Financial Support, *Higher Education, *Private Colleges, *Private Financial Support

This report is a follow-up study of a survey conducted to determine projected financial problems in private colleges and universities during the academic years of 1969-70 and 1970-71. The same 507 institutions were used in the present study and the findings of the survey show that during 1969-70, the actual deficit figures were 26% greater per institution than the projected figures had been. If the actual deficit figures for 1970-71 prove to be as much greater than the projected figures for that year as were those for 1969-70, these institutions will not be operable very long. The situation is definitely getting worse daily, and unless more is done immediately to correct this fiscal imbalance, each follow-up study made will be based on fewer colleges. (HS)

ED 058 839 HE 002 773

Preparation of College Teachers.

Association of American Colleges, Washington, D.C.

Pub Date Dec 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Teachers, Doctoral Degrees, *Doctoral Programs, *Educational Improvement, *Higher Education, Professors, *Teacher Improvement

The Doctor of Arts degree has aroused interest both as a means to improve the graduate preparation of college teachers and as an alternative to the research orientation attributed to the Ph.D. degree. The Association of American Colleges therefore appointed a special committee to advise its Commission on Institutional Affairs on the implications of this new advanced degree. Committee findings show that, at present, conditions do not enhance the immediate prospects for the D.A. nor do they encourage a long-range commitment to this alternative; rather the committee believes that there remains enough flexibility within the Ph.D. program to achieve improved preparation for college teaching. (HS)

ED 058 840 HE 002 774

University in a Global Village: A Commemorative Program Celebrating the 175th Anniversary of The University of Tennessee.

Tennessee Univ., Knoxville. Coll. of Education.

Pub Date [69]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Educational Environment, *Higher Education, Social Problems, *Student Behavior, *Student Teacher Relationship, *Teacher Administrator Relationship

This report presents 5 papers that comprised the program sponsored by the College of Education during the 175th anniversary celebration of the University of Tennessee (U.T.). The papers concern: (1) university life in a global village; (2) an organizational approach to understanding student behavior; (3) relationships between U.T. faculty and students; (4) faculty-administration relationships; and (5) the relationship between the university administration and the social problems of its environmental community. (HS)

ED 058 841 HE 002 778

The Financial Problems of Private Colleges and Universities of New York State. An Interim Report.

New York State Education Dept., Albany.

Pub Date Apr 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Finance, *Financial Problems, Financial Support, *Higher Education, *Private Colleges, *State Aid

The private universities and colleges of New York State have incurred increasing financial deficits over the past 4 years and a number of them, including several of the largest universities, are confronted with formidable problems in maintaining and restoring fiscal solvency currently and

in the future. This report covers the nature, extent and sources of the financial problems of the colleges and universities receiving State aid under the Bundy program adopted by the legislature in 1968. The report includes an explanatory main text, a 22 section summary of findings, and tables containing the detailed financial and statistical data. (Author/HS)

ED 058 842 HE 002 779

Those Employed at Virginia's Colleges: State-Controlled Colleges and Universities, 1970-71.

Virginia State Council of Higher Education, Richmond.

Pub Date Dec 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Teachers, *Higher Education, *Professors, State Colleges, *Teacher Characteristics, *Teacher Salaries

This report presents analyses of faculty characteristics and remuneration at the state-controlled college and universities in Virginia based on data for the fall term 1970. Data on individuals engaging in teaching and research on a full- or part-time basis and data concerning certain additional teaching and research faculty devoting a portion of their time to departmental, college, or general administration are included. (HS)

ED 058 843 HE 002 780

Ohio Master Plan for Public Policy in Higher Education 1971.

Ohio Board of Regents, Columbus.

Pub Date Mar 71

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Development, *Educational Administration, *Educational Development, *Higher Education, Management, *Organization, *Planning, Public Education, Public Policy

This report presents a series of recommendations for the development of public policy for the State of Ohio affecting higher education in the 1970's. The recommendations are more specifically related to: (1) the State and private higher education; (2) enrollment, admission, and student assistance; (3) the structure of public higher education in Ohio; (4) instructional programs and manpower planning; (5) capital facilities; (6) financial support of higher education; and (7) governance and the State government. In addition, recommendations are made for general studies, technical education, baccalaureate general, baccalaureate professional, master's level, graduate professional, doctor's level, and medical instructional programs. There is also some brief discussion about the rationale behind the proposals. (HS)

ED 058 844 HE 002 781

Pifer, Alan

Women in Higher Education.

Carnegie Corp. of New York, N.Y.

Pub Date 29 Nov 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Rights, Employment Opportunities, *Equal Opportunities (Jobs), *Feminism, *Higher Education, *Women Professors, Working Women

Women have traditionally been discriminated against in higher education in both the attainment of degrees and in employment after earning degrees. It has been felt that women are not as capable, reliable, or effective as men in administrative and classroom situations. Statistics show that even at the present time women are underemployed and underpaid as compared with male counterparts. It has gotten to the point that, because of virtual brainwashing from birth, women themselves believe in their innate inferiority and subject themselves to traditional roles of school teachers, secretaries, or housewives. It is time for a change in not only the educational system, but also in the thought patterns of society as a whole. Women who have the ability and desire for careers in education and the professions should be given a fair chance to have them. And that fair chance, because of the accumulated negative impact of our cultural heritage, includes active encouragement and assistance to women. (HS)

ED 058 845 HE 002 782

Private Higher Education in North Carolina: Conditions and Prospects.

North Carolina State Board of Higher Education, Raleigh.

Pub Date Apr 71

Note—97p.; A Study of Enrollment, Finances, and Related Subjects, 1965-1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Financial Needs, *Financial Support, *Higher Education, *Private Colleges, Private Financial Support

Private higher education in North Carolina and all over the nation is experiencing increasing financial difficulty. Educational costs are rising more rapidly than the national economy because the greatest expenditures of educational institutions are for items with steeper-than-average price rises. Because of these financial straits, institutions have been forced to raise tuition and fees beyond the means of most North Carolina families; therefore, underenrollment is increasing the money troubles on private campuses. This report presents the broad scope of this situation, recommendations to the presidents of private institutions in North Carolina, and recommendations to the Governor and the General Assembly. (Author/HS)

ED 058 846 HE 002 783

Jellema, William W.

The Numbers Game. A Study of Enrollment Patterns in Private Colleges and Universities.

Association of American Colleges, Washington, D.C.

Pub Date Jan 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Enrollment, *Enrollment Trends, *Financial Needs, *Higher Education, *Private Colleges

This report presents data obtained from a survey conducted during the summer of 1970 in which private U.S. colleges and universities were asked to report on past and projected enrollment patterns for every year from 1965-66 through 1971-72. The various categories covered in the survey included freshman applications, freshman admissions, freshman head-count enrollment, total undergraduate head-count enrollment, total graduate head-count enrollment, total full-time equivalent undergraduate enrollment, and total full-time equivalent graduate enrollment. Findings generally show that enrollment has been decreasing in the last several years. Most of the participating institutions had predicted a rise in enrollment for 1970-71; however, a follow-up survey indicates that these predictions were wrong and that yet another decrease actually occurred. This constant decrease in enrollment is not only affecting institutional size but also the financial situation of the colleges. If private colleges and universities are to survive, they need to incorporate better studies, aggressive admissions programs and, above all, attractive academic programs into their regular college functions. (HS)

ED 058 847 HE 002 784

Chambers, M. M.

Appropriations of State Tax Funds for Operating Expenses of Higher Education 1971-72.

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date [72]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Educational Finance, *Financial Problems, *Higher Education, *State Aid

This paper presents the 12th annual "Chamber Report" on state tax appropriations for operating expenses of higher education. The 1971-72 survey shows that state appropriations to the principal state universities across the nation have not kept pace with the rate of growth of increases in overall state allotments for higher education. The result of this will be, unfortunately, that students will be the new source of funds for the institutions. Tuition increments have been rising steadily over the years, and as the state appropriations decrease in proportion to costs, tuition will rise even higher. (HS)

ED 058 848 HE 002 786

Falk, Barbara Dow, Kwong Lee

The Assessment of University Teaching.

Society for Research into Higher Education, Ltd., London (England).

Pub Date Nov 71

Note—54p.

Available from—Society for Research into Higher Education Ltd., 20 Gower Street, London, England, WC1E 6DP (75 pence)

Document Not Available from EDRS.

Descriptors—*Educational Improvement, Educational Quality, *Effective Teaching, *Higher Education, *Teacher Evaluation, *Teacher Improvement, Teaching Methods

There is widespread concern at the present time that serious attention should be given to the practical problems of assessing teaching in the universities. In this monograph, although extensive reference is made to theoretical studies and empirical investigations, the concern is more immediate and practical. Two major questions are the guidelines for the presentation: (1) What can be done with what is already known to perform the necessary tasks of appointing and promoting staff? and (2) What can be done to improve teaching in universities? Chapter 1 takes into account the practical aspects to be considered in assessment and implementation of effective teaching programs, while Chapter 2 examines the criteria used in judging effective teaching. The third chapter is involved with the relevance of student attainment, taking into consideration the possibility of student testing as a basis for teacher assessment. Chapters 4 and 5 deal with the use of student and colleague evaluation, and a concluding chapter offers a rationale for final decision-making. (HS)

ED 058 849 HE 002 787

Toward a New Liberal Education.

Southern Illinois Univ., Edwardsville.

Pub Date [70]

Note—134p.

Available from—Southern Illinois University, Experimental Studies Symposium, Edwardsville, Illinois (\$2.00; \$1.50 for orders of 25 or more)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Education, *Curriculum Development, *Educational Change, *General Education, *Higher Education, *Liberal Arts, Planning, Relevance (Education)

This is a report of a symposium held at Southern Illinois University to raise and study issues about liberal education in colleges and universities. The rationale underlying this particular topic centered around the feeling that the conventional approaches, formats, and content of liberal education are inappropriate to the educational needs of contemporary youth. The symposium was divided into 7 sessions conducted over 3 days. The opening session dealt with the present state of affairs in liberal arts education; the second was devoted to specific proposals for charting new courses involving a more creative usage of teachers of liberal arts; the third session was devoted to a discussion of some of the premises upon which the new liberal education can be based; the fourth session focused on the function of the teaching of science and technology in the new liberal arts; the fifth session turned attention to the problem of the teaching of values in the liberal arts; the sixth session centered around the question of the function of liberal education for social responsibility; and the final session looked toward the future roles for liberal education. (HS)

ED 058 850 HE 002 788

Report on Federal Predoctoral Student Support Part II—Students Supported Under Training Grants of the National Institutes of Health and the National Institute of Mental Health.

Federal Interagency Committee on Education, Washington, D.C. Student Support Study Group.

Report No.—OE-55060

Pub Date Apr 71

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Federal Aid, *Financial Support, *Graduate Students, *Health Occupations, *Higher Education

This report presents data concerning predoctoral students supported under training grants of the National Institutes of Health (NIH) and the National Institute of Mental Health (NIMH). The report offers a discussion of the training grant and a comparison of it to other forms of support, a discussion of the students and the fields of study supported under training grants (biological sciences, social sciences, and health professions), and a comparison of NIH and NIMH trainees to all federally supported students receiving fellow-

ships and traineeships. Also discussed are some of the proposals made for extending federal financial aid to graduate as well as undergraduate students regardless of field. (HS)

ED 058 851 HE 002 789

The Dynamics of Interinstitutional Cooperation in International Education: A Case Study of the Regional Council for International Education.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—OE-14160

Pub Date 71

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no.1780-0812, \$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Relations, *Higher Education, *Intercultural Programs, *Interinstitutional Cooperation, *International Education, *International Programs

The objective of this study was to increase understanding about the nature and processes of interinstitutional cooperation in higher education, particularly as related to international educational development, and to suggest guidelines for the improvement of cooperative endeavors. The study deals with 10 representative member institutions of the Regional Council for International Education (RCIE). Data were gathered by means of a questionnaire and a 3-member research team that visited each campus for extensive interviews with students, faculty, and administrative personnel. Two conditions are found to be most important on campus for successful participation in interinstitutional cooperation for international development: (1) support from the top administrative leadership, and (2) general receptivity among faculty. Three phases of RCIE operations are identified as the most important in assuring effectiveness: (1) adequate liaison between the campus and the central office; (2) greater involvement of campus personnel in the decisionmaking process; and (3) a broad-ranging communication and information dissemination program to assure that an adequate knowledge of the organization is available on campus. (Author/HS)

ED 058 852 HE 002 790

Hunt, Barrington

A Proposal: Educating At College Level For Student Growth.

Pub Date Mar 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Curriculum, *Educational Responsibility, *Higher Education, Maturation, Personal Growth, *Social Maturity

Educators' views seemingly converge on the point that education should further the intellectual and physical growth of the student. The means by which this should be accomplished, however, is the point of contention. This paper surveys some of the more recent empirical studies treating growth and maturity in college students, and cites certain key factors that affect change in various dimensions of growth. Major emphasis is placed on curriculum, teaching, and evaluation, and proposed model for a one-quarter internship program specifically directed toward enhancing student growth is included. (Author/HS)

ED 058 853 HE 002 792

Smith, Elden T., Comp.

A Survey of State Programs of Aid to Independent Colleges and Universities and Their Students.

National Council of Independent Colleges and Universities, Washington, D.C.

Pub Date 1 Oct 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Economics, *Financial Support, *Higher Education, *Private Colleges, *State Aid

This paper presents the results of a survey conducted to discover what programs are being offered to independent colleges and universities and their students by the supporting states. The states included in the survey are Alabama, California, Connecticut, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Jersey, New York, North Carolina, North Dakota, Oklahoma, Ohio,

Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Virginia, Washington, West Virginia, and Wisconsin. The agency to be contacted for aid is included with the discussion of each state. (HS)

ED 058 854 HE 002 793

Shoemaker, Elwood A.

Act 195 and Collective Negotiations in the Commonwealth of Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [71]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Collective Negotiation, *Faculty Organizations, *Higher Education, *Negotiation Agreements, Professors, Teacher Strikes

Pennsylvania's Act 195, the Public Employee Relations Act, went into effect in October 1970. The Act, a piece of model legislation in the area of collective negotiations, provides for the right of employees to organize and to be represented by an exclusive bargaining agent; provides for mediation, fact-finding, and arbitration services; and takes a position on the use of strikes by employees. A key provision of the Act is the defining of "public employer" to include the Commonwealth and its political subdivisions as well as any nonprofit organization or institution, and any institution that receives government appropriation or grants. Under this definition, both the public and private colleges and universities in Pennsylvania are covered. Thus far, there has been little activity on the private campuses where a drive for representation is concerned. There has been a growing interest, however, in the state's institutions of higher education. The state colleges have a representative agent and actual bargaining has begun. Seven of the 14 community colleges have elected agents, and 3 of these already have agreements. Other public institutions in the state are involved in various stages of the entire process. (Author/HS)

ED 058 855 24 HE 002 800

Kimble, Gregory A. And Others

Motivation and Memory in College Students. Final Report.

Colorado Univ., Boulder.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0275

Pub Date 71

Grant—OEG-8-9-150275-4005(010)

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Higher Education, *Learning, *Learning Motivation, *Motivation, *Paired Associate Learning, *Psychological Studies

This report covers a series of learning experiments utilizing lists of paired-associates (word pairs). Each experiment consists of three phases. In the first phase the subjects learn a list of paired-associates to a certain performance level. In the second phase (interpolated learning) other sets of paired-associates are learned. Finally, phase three consists of recall of the list from the first learning phase. Here the experimenters were interested in how different kinds of interpolated learning affect recall. The first experiment varied the incentives offered during the interpolated phase. It was found that learning the interpolated list did interfere with recall of the first list (retroactive inhibition); however, the amount of interferences did not vary as a function of the size of the incentive. The second experiment explored the effect of different incentives and different instructions about how to learn the work lists. Regardless of the type of instructions, more of the low-pay-off, interfered-with terms than high-pay-off, interfered-with terms from the original list were recalled. The third experiment increased the amount of interpolated learning to be done. In this case, a pay-off for learning interfering, interpolated items produced less interference for males than females. (LR)

ED 058 856 HE 002 805

Frederiksen, Norman Schrader, W. B.

Adjustment to College. A Study of 10,000 Veteran and Nonveteran Students in Sixteen American Colleges.

Educational Testing Service, Princeton, N.J.

Pub Date 29 Aug 50

Note—510p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Academic Achievement, *College Students, *Federal Aid, *Higher Education, Military Personnel, *Veterans Education

After World War II there was a great influx of veteran students into colleges and universities across the nation, partially because of the G.I. Bill passed in 1944. This study examines the records of 10,000 college students of 1950 and compares veteran records with nonveteran records with regard to academic adjustment, personal characteristics, age and general background, motivation, worries, and student-college relationship. Also discussed are the G.I. Bill and how college students spend their time. Two of the major findings show that: (1) veteran students prove to be superior achievers as compared with nonveteran students; and (2) students from families whose income was under \$2,000 a year did better than the students whose families earned more. (HS)

ED 058 857 HE 002 808

Harclerod, Fred F., Ed. Cornell, Jean H., Ed. *Assessment of Colleges and Universities.*

American Coll. Testing Program, Iowa City, Iowa.

Report No—Monogr-6

Pub Date 71

Note—92p.

Available from—The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Curriculum Evaluation, *Educational Accountability, *Evaluation, *Higher Education, *Instructional Programs

As American higher education enters the 70s, both its students and the society it serves have raised questions regarding its purposes, structures, and effectiveness. These papers on the assessment of colleges and universities were presented at the 1970 invitational conference of the American College Testing Program. The papers, in the main, emphasize student assessment of their colleges and universities and the assessment by society as a whole of its postsecondary educational institutions. Some of the papers review important historical concepts that make the present air of crisis more understandable. Some of them present evidence of past and present needs of ethnic minorities that can be of genuine help as we grope to find the way from conscious or unconscious racism toward a truly open society. Others describe valuable experimental programs that can provide insights on which to base new curricular and instructional programs. (Author/HS)

ED 058 858 HE 002 809

Dressel, Paul L., Ed.

The New Colleges: Toward an Appraisal.

American Association for Higher Education, Washington, D.C.; American Coll. Testing Program, Iowa City, Iowa.

Report No—Monogr-7

Pub Date 71

Note—327p.

Available from—The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$3.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum Evaluation, *Educational Development, *Experimental Colleges, *Higher Education, *Innovation

This report contains an anthology of papers presented at the 26th National Conference on Higher Education held by the American Association for Higher Education. The papers present information concerning programs and developments in some of the nation's newer colleges that have grown up as a result of the demand for fewer traditional programs in higher education and more innovation and experimentation. The papers, as a whole, seem to show that it is time for in-depth evaluation and reorganization of these new colleges, for goals seem not to have been clearly defined at the outset of their creation. Many of the colleges have had to retreat to traditional curricula to maintain their existence. Others are struggling along, facing the eminent danger of closing doors with the end of each new semester. It is hoped that the efforts recorded here will encourage those colleges represented in this volume and others in similar situations to reflect deeply on their obligation to engage in evaluation, not only for the benefit of their own programs, but to provide concrete evidence upon

which others may reach conclusions as to the desirability of commitment of more resources into these or other innovations. (HS)

ED 058 859 HE 002 812

Oberer, Walter And Others

Amicus Brief of the Association of American Law Schools.

Association of American Law Schools, Washington, D.C.

Pub Date 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Faculty Organizations, *Higher Education, *Law Schools, Lawyers, Professional Personnel, *Professors, Voting Rights

The sole issue discussed in this amicus brief is whether law faculty should be in a representational unit separate from the rest of the university in National Labor Relations Board (NLRB) conducted elections. It is the position of the American Association of Law Schools (AALS) that the NLRB should adopt a policy of preferring to place law faculty in a bargaining unit separate from other university faculty. This brief demonstrates that the law faculty's sense of identity and community of interests are separate and apart from that of the rest of the faculty. It shows that, in comparison with other faculty, the law teacher comes from a different kind of academic work experience background, conducts himself in a manner that reflects his special responsibilities to the legal profession, is rewarded under separate promotional and salary criteria, teaches a very unique group of students, utilizes distinctive teaching methods, and operates within a different type of curriculum. In light of these and other circumstances, it is evident that the welfare of legal education and the legal profession are best served by finding that law faculty are in a separate voting unit. (Author/HS)

ED 058 860 HE 002 816

Institutional Response to Financial Stress: Stop-Gap Measures or Fundamental Change?

Southern Regional Education Board, Atlanta, Ga.

Pub Date 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, Federal Aid, *Financial Problems, Financial Support, *Higher Education, *Planning, *Private Colleges

Higher education was perhaps the nation's largest growth industry during the period 1955-1970. Budgets for all higher education institutions rose more than seven-fold, from an estimated \$4 billion in 1955 to an estimated total of \$28 billion in 1970-71. Current fund income rose more than five-fold to \$19 billion, an average annual increase of 13.5% for the period 1955-56 to 1965-66. Federal monies granted to higher education institutions increased from \$500 million in 1955 to \$4.4 billion in 1968. College and university administrators tended to gamble that funds from outside sources would continue to come in; however, the private institutions are not experiencing financial difficulties based on an actual decrease of funding. This paper explains some of the current aspects of the financial crunch with regard to the manner in which it affects individual colleges and universities in the South. It also indicates some of the steps that colleges and universities are taking or must take in order to improve their short- and long-term financial condition, and underlines possible positive outcomes of financial adversity. (Author/HS)

ED 058 861 HE 002 825

Stier, William F., Jr.

The 1970-71 Status of Health, Physical Education, Recreation, and Athletics in Co-Educational Institutions of Higher Learning With an Enrollment Below 2501.

Briar Cliff Coll., Sioux City, Iowa.

Pub Date 1 Jun 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletic Activities, *Higher Education, *Physical Education, *Physical Education Facilities, *Physical Recreation Programs

This investigation was undertaken to determine the present status of health, physical education, recreation, and athletic offerings at small liberal arts colleges throughout the United States. The data are reported in a series of charts within the

paper and were obtained by means of a 10-page questionnaire covering 12 specific areas filled out by the physical education department chairmen at the participating institutions. The 12 areas are: (1) characteristics of the institution; (2) major offerings in health, physical education and recreation; (3) student population; (4) qualifications and responsibilities of staff; (5) curriculum activities; (6) major and minor (professional) curricular offerings; (7) intramurals; (8) extramurals; (9) athletic personnel; (10) facilities; (11) departmental budget; and (12) office management. (HS)

ED 058 862 HE 002 830

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions, Fiscal Year 1970. A Report to the President and Congress.

National Science Foundation, Washington, D.C.

Report No—NSF-71-28

Pub Date Jul 71

Note—213p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No.3800-0106; \$1.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Federal Aid, *Financial Support, *Government Role, *Higher Education, *Scientific Research

This report is the third in a series of annual reports to the President and Congress on current patterns of Federal funding of research, development, and other science-related activities at universities, colleges, and other nonprofit institutions. The various categories covered in the report are: (1) trends in Federal support to universities and colleges; (2) total program activities; (3) Federal obligations for academic science; (4) Federal obligations for research and development; (5) Federally funded research and development centers administered by universities and colleges; (6) Federal support to independent research institutions; and (7) Federally funded research and development centers. Three concluding appendices contain technical notes, statistical tables, and information regarding Federal obligations to 2-year institutions. (HS)

ED 058 863 HE 002 843

Hodgkinson, Harold L. Thelin, John

Survey of the Applications and Uses of Unobtrusive Measures in Fields of Social Service.

California Univ., Berkeley, Center for Research and Development in Higher Education.

Pub Date 15 Aug 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Evaluation Methods, *Higher Education, *Research, *Social Services

This report is a summary of an 8-week pilot study of the current uses of unobtrusive measures in the various fields of social services. Unobtrusive measures are simply clues, traces, signs, patterns, or records that allow the indirect or inferential evaluation of phenomena. The survey suggests that unobtrusive measures have long been widely used in all of the fields studied—public health, mental health, hospital administration, law, personnel and organizational management, and higher education—to fulfill the following functions: (1) evaluation of past organizational performances (feedback); (2) evaluation of on-going operations (feedforward); (3) interpersonal decisionmaking (hiring, firing, and promotions); and (4) estimation of population and organizational conditions. A directory and examples of organizations and persons currently using unobtrusive measures is included by the following fields: hospital administration and accreditation; public health, epidemiology, and sanitation; mental health, psychiatry, and environmental planning; banking, personnel evaluation, and organizational management; social, economic accounting, and planning; law; noise monitoring; and higher education accreditation and evaluation. Proposals for subsequent research and development are also included. (Author/HS)

ED 058 864 HE 002 855

Witmer, David R.

Notes on College and University Governing Boards.

Wisconsin Board of Regents of State Colleges, Madison.

Pub Date 10 May 66

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Agencies, *Administrative Organization, *Governance, *Governing Boards, *Higher Education, Policy Formation

This paper presents an annotated bibliography on the topic of U.S. college and university governing boards. Extensive notes are made on 3 books in particular: College Boards of Trustees by S.V. Martorana; The Board of Trustees of the University of Pennsylvania by Donald R. Belcher; and Memo to a College Trustee by Beardsley Ruml and Donald H. Morrison. Notes are also included arranged by a 14 category subject index. The categories are: (1) names of boards; (2) women on boards; (3) sources of power of boards; (4) characteristics, qualifications, and introduction of board members; (5) method of selection of board members; (6) regional representation on boards; (7) age of board members; (8) tenure of board members; (9) number of members; (10) occupation and class of board members; (11) frequency of board meetings; (12) functions, powers, and officers of boards; (13) relations with faculty, administration, and the public; and (14) statewide coordination of higher education and relations with state government. (HS)

JC

ED 058 865 JC 720 036

Hewitt, Charles F.
Efficiency Toward Completing Bachelor Degree Requirements at Western Michigan University: A Study Comparing Two-Year College Transfer Students and Native Students Earning Bachelor Degrees in 1970.

Western Michigan Univ., Kalamazoo.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Educational Accountability, Educational Economics, *Followup Studies, *Junior Colleges, *Transfers, *Transfer Students

The hypothesis that junior college transfer students are not as efficient in completing their degree programs at Western Michigan University (WMU) as students beginning and completing their college education there, was investigated. Efficiency for individual students was defined by five variables: (1) years required to complete degree requirements, (2) terms enrolled in to complete degree requirements, (3) upper-division terms enrolled in after achieving junior status, (4) total credit registered and paid for to complete degree requirements, and (5) accumulated grade point average upon completing degree requirements. The analysis was based on the assumption that excessive years, upper-division terms, and total credits registered and paid for to complete degree requirements were costly to students, parents and tax payers. WMU graduates for 1970 were divided into three classifications: (1) native students; (2) transfer students; and (3) students not designated as native or transfer. Official school records were the data source for comparing native and transfer students on the five variables. Arithmetic means were analyzed using the t test statistic, and results tended to imply that it was not less costly for students to attend a junior college for their first two years. (AL)

ED 058 866 JC 720 037

Lach, Ivan J.

[The Predictive Ability of Entrance Testing and a Survey of Socio-Economic Characteristics at Lake Land College.]

Lake Land Coll., Mattoon, Ill.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Entrance Examinations, *Diagnostic Tests, *Family Characteristics, *Junior Colleges, *Student Characteristics

The predictive ability of required tests as to grade point averages (GPA) and a survey of students' socio-economic characteristics are reported on in two separate studies from Lake Land College (Illinois). In the first paper a comparative study of required reading and mathematics tests and the American College Test (ACT) as to their ability to predict GPA, was conducted. The general method was to compare scores obtained on each of the tests by a student

with his GPA at the end of the term. Analysis included computing means, standard deviations, simple correlations, multiple correlations, and multiple stepwise regression for appropriate test scores, GPA's, and other variables for different programs. Results showed that no test was a good predictor of GPA. The second report concerned itself with collecting socio-economic data for the student body. A family information form was designed for optional completion by parents of day students. Sixty-four percent of the total day enrollment returned the form. Different color forms allowed for a comparison between transfer and vocational students. Results of that comparison on all data items are reported. (AL)

ED 058 867 08 JC 720 039

Feirer, John L. Lindbeck, John R.

Development of Junior/Community College Curricula for Future Teachers of Industrial Education. Final Report.

Western Michigan Univ., Kalamazoo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0074

Pub Date Dec 71

Grant—OEG-0-8-070074-3713(085)

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), *Junior Colleges, *Vocational Counseling, *Vocational Education, *Vocational Education Teachers

This report discusses the third year effort of a federally funded program to study the development and implementation of a variety of cooperative arrangements between junior colleges and senior institutions regarding industrial teacher preparation. Three major activities were completed in the first two years of the program: (1) the study of present technical offerings in junior colleges in six selected states; (2) a survey of problems of articulation between junior colleges and senior institutions; and (3) a review of all research relating to technical programs in junior colleges and industrial teacher preparation programs. The principal aims of the third year were: (1) survey 29 additional states not previously covered to determine guideline bulletin value for giving industrial teacher education programs direction; (2) establish four to six pilot centers in which guideline recommendations would be implemented; (3) develop a junior college counselor handbook; (4) develop a model industrial education transfer guide for junior college students; (5) publicize a guideline bulletin titled, "Partners in Industrial Technical Teacher Education;" and (6) stimulate interest in developing occupational education master plans. Included as appendices are copies of the "Handbook" and "Guide." (AL)

ED 058 868 JC 720 040

Poort, Stephen M.

Guidelines for the Recruitment and Selection of Community College Faculty.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date Dec 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Interviews, *Faculty Recruitment, *Junior Colleges, Teacher Background, Teacher Employment, *Teacher Qualifications, *Teacher Recruitment, *Teacher Selection

With the opening of new community colleges comes the problem of recruiting and selecting new faculty members. The consequences of an administrator's initial selection of faculty can have lasting significance for a new institution, but there has been no single set of guidelines to help administrators set up procedures. This report reviews the literature and summarizes recommendations about all the stages of the employment process, from the initial decision about what kind of faculty members would be appropriate for the college to the actual hiring procedures. It stresses that the college begin by developing a document describing the basic college goals and philosophy. Secondly, the existing college staff should list minimum requirements and desirable characteristics of new faculty such as level of education, geographic background, age and experience. Other topics discussed include traditional sources of community college faculty, methods of searches, limitations and obstacles to recruitment, and use of promotional materials. Recommendations to prospective faculty on how to write

resumes and on the use and problems of interviews are included. (LP)

ED 058 869 JC 720 043

Rouche, John E.

Syllabus for E.D.A. 387: The Two-Year College.

Texas Univ., Austin. Dept. of Educational Administration.

Pub Date Jan 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, *Course Descriptions, *Course Objectives, Graduate Study, *Junior Colleges, *Study Guides

This syllabus is designed for a course of study offered at the University of Texas to familiarize students with the 2-year college. The body of the guide is divided into 12 work units; for each of these units an historical quotation sets the topic theme. In addition each unit has a brief outline and a list of objectives for the topic as well as a bibliography. The 12 major topics are: (1) role and characteristics of the 2-year college; (2) history and present status of the 2-year college movement; (3) transfer education; (4) technical-vocational education; (5) general education; (6) continuing, adult education and community services; (7) counseling and student personnel services; (8) the 2-year college student; (9) the 2-year college faculty member; (10) the 2-year college administrator; (11) problems and issues facing 2-year colleges; and (12) trends and the future for the 2-year college. (AL)

ED 058 870 JC 720 044

Donnelly, Brian

Quinsigamond Community College Community Educational Services Center.

Quinsigamond Community Coll., Worcester, Mass.

Spons Agency—Massachusetts State Board of Higher Education, Boston.

Pub Date Sep 69

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, Community Development, Community Involvement, *Community Services, *Federal Aid, *Federal State Relationship, *Junior Colleges, *Program Descriptions, School Community Relationship

In this report the Quinsigamond Community College (Massachusetts) effort to establish a Community Educational Service Center project, funded by Title I of the Higher Education Act of 1965, is discussed. The primary purpose was to offer special educational services to minority and low-income groups in the local area. The demonstration project was aimed at college administrators, boards, and other government officials. It was believed that increased education for minority peoples would result in greater income for them and subsequent local government betterment. A wide variety of programs and project activities affecting different aspects of community life were initiated. They were classified as operational, planning, and exploratory programs; and ancillary, demonstration, and funding project activities. Four operational programs were reported on: (1) establishment of Community Learning Innovation Centers; (2) forming the Worcester Center for Community Studies; (3) beginning a community newspaper; and (4) implementing a remedial-tutorial program. A line-item budget and PPBS flow chart along with evaluative statements from some participants are appended to the report. (AL)

ED 058 871 JC 720 045

The Development of Health Programs for Junior and Community Colleges: An Interpretation of Recommended Standards and Practices for a College Health Program.

American Coll. Health Association, Evanston, Ill.

Pub Date Oct 71

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health Services, Health Education, Health Facilities, *Health Programs, *Health Services, *Junior Colleges, Mental Health Programs, Preventive Medicine

The basic premise of this document is that every community college should have a plan through which the health needs of students, faculty and staff can be met by health services which are available, accessible and of high quality. Services should be available in each of the following program areas: personal medical, mental health,

and other direct health care, including community-oriented preventive services; environmental surveillance and control; and health education. In meeting this standard, however, it is not necessary for a community college to directly provide services in all these areas; it may be possible to create and maintain a comprehensive and effective health program through coordination of medical, environmental, and educational services which are available throughout the community. The document reviews the procedures for setting up a comprehensive health program in a community college, describes in depth the various services and activities to be included, discusses the health personnel and physical plant necessary for a complete program, and reviews the business management procedures of a good health program. (Author/LP)

ED 058 872 JC 720 046

Proceedings: Conference on the Community/Junior College.

Tennessee Univ., Knoxville.

Pub Date [71]

Note—50p.; Proceedings of a conference sponsored by the University of Tennessee, Knoxville, May 13-14, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *College Role, *Conference Reports, *Junior Colleges, *Student Characteristics

Identifiers—*Tennessee

These proceedings reflect the three-fold purpose of the conference which was to: (1) determine the role and mission of Tennessee Community/Junior Colleges; (2) utilize newer and better ways of determining student achievement and awarding college credit; and (3) learn what the new student is like. Each of the three papers focused on one of these major themes. Following the presentation of each paper group discussions were held; summaries from these discussions are also presented. (AL)

ED 058 873 JC 720 047

Lombardi, John

The Financial Crisis in the Community College.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Report No.—Topical-Pap-29

Pub Date Feb 72

Note—37p.

Available from—ERIC Clearinghouse for Junior Colleges, 96 Powell Library Building, University of California, Los Angeles 90024 (limited supply available free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Climate, Educational Administration, Educational Economics, *Educational Finance, Financial Policy, *Financial Problems, *Financial Support, *Junior Colleges, School Funds

The author examines the financial crisis in community colleges on a national scale in this first paper in a projected long-range study of this crucial topic. Economic causes contributing to the crisis include inflation, rising enrollments, and such labor-intensive aspects as spiraling labor and security costs, and increasing demands for funds by such programs as those serving the disadvantaged and the community. At the same time agencies dealing with social security, ecological balance, environmental preservation, and recreational facilities among others have become powerful competitors for funds. The third major contributor to the crisis is the public who increasingly has been showing its disaffection with education by defeating public referendums and bond proposals. For these reasons the author describes insolvency as a real threat for the first time since the depression, and stresses that the role of education is being questioned on all fronts by society as never before in American history. (MN)

ED 058 874 JC 720 048

Roesler, Elmo V., Ed.

Appalachian Developing Institutions Consortium.

Progress Report No. 1: First Six Months of Consortium Activities.

Appalachian Developing Institutions Consortium.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date Jan 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consortia, *Depressed Areas (Geographic), *Educationally Disadvantaged,

Followup Studies, *Interinstitutional Cooperation, *Junior Colleges, Program Evaluation, Program Planning

Identifiers—*North Carolina

This paper reports the progress to date and plans of the Appalachian Consortium Special Development Project, funded under Title III of the Higher Education Act. The participating institutions joined the consortium because it was felt that only through a cooperative arrangement could they overcome the limitations of inadequate resources arising from being in a depressed region and more effectively implement North Carolina's open-door policy to educate the low-income and educationally deprived populace. A 3-year plan has been adopted which will include (1) basic research in relation to short and long-range program planning, (2) implementation and evaluation of selected programs, and (3) further evaluation and possible program revision. In this first year, priority has been assigned to the following research/study areas: (1) a comprehensive community survey including a business-industrial survey; (2) development of student profile data and exchange of aggregated results; (3) follow-up studies of alumni and dropouts; and (4) image studies to determine the way programs and services are received by the community. Survey instruments used to follow-up alumni and dropouts and to assess the future plans of high school students in the area are appended. (NF)

ED 058 875 JC 720 049

Stier, William F., Jr.

An Investigation into Nine General Areas and Forty-four Specific Sub-Areas of Physical Education Currently in Existence Within the Two Year Institutions of Higher Learning Within the Continental United States, 1970-1971.

Briar Cliff Coll., Sioux City, Iowa.

Pub Date May 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Athletic Activities, Athletic Coaches, *Athletic Programs, *College Curriculum, Extramural Athletic Programs, Intramural Athletic Programs, *Junior Colleges, Physical Activities, *Physical Education, *Physical Education Facilities

The purpose of this study was to ascertain the present status of programs in 2-year college physical education departments. Questionnaires were sent to a national sample of 140 institutions; 74 or 53% were returned. Besides noting the size of the departments, the type of governance of the schools, and the size of the college communities, data on the training and experience of the faculty is reported. A majority of the colleges had liberal arts and vocational-technical curricula, and the physical education departments offered activity or service classes to the student body as a whole. A list of the types of activities and classes reported is included. Other details about the programs such as departmental requirements, grading practices, professional curricular offerings, intramurals and extramurals, the athletic programs, and the facilities available are described. (LP)

ED 058 876 JC 720 050

Opening the Way: A Dialogue on the New Student. A Workshop on Student Personnel in the Urban Centers.

State Univ. of New York, Albany.

Pub Date Jun 71

Note—10p.; Report of a workshop held at the Institute on Man and Science, Rensselaerville, New York, June 23-26, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Centers, *Disadvantaged Groups, Group Counseling, Guidance Objectives, *Job Placement, *Junior Colleges, *Student Personnel Services

Student personnel coordinators and counselors from the six urban centers of the State University of New York participated in a workshop to evaluate their present programs and procedures that had been instituted in accordance with a list of guidelines drafted in 1966. The two guidelines selected for consideration proposed that: (1) the counseling-testing-referral-placement function be regarded as equal in importance to the instructional function; and (2) a basic-skills program for vocational and potential college students be provided. In regard to the first guideline, the range of services offered including test-taking preparation, group role-playing sessions to practice job interviewing, help with resume writing, dealing

with personal and health problems, and providing vocational guidance were compared and evaluated. It was recommended that there should be further integration of the counseling and instructional programs, pre-testing to aid applicants, group sessions to assist students negotiate the system and expansion of the use of job developers to increase the opportunities for placement. The implementation of basic-skills programs varied widely but there was agreement as to the usefulness of these programs. The workshop concluded with a discussion of various internal problems and needs of the urban center staffs. (NF)

ED 058 877

JC 720 051

Smith, James J., Jr.

[College Discovery: America's First PREP Program].

City Univ. of New York, Staten Island, N.Y.

Staten Island Community Coll.

Pub Date [71]

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, Counseling Programs, Disadvantaged Youth, *Educationally Disadvantaged, *Equivalency Tests, *Junior Colleges, Military Organizations, Military Training, *Skill Development, *Veterans Education

Identifiers—*Predischarge Education Program, PREP, Veterans Administration

The Predischarge Education Program (PREP) is a federally funded program, approved in 1970, to help educationally disadvantaged servicemen continue their education. Many junior colleges are running or planning PREP projects in cooperation with military installations and the Veterans Administration. This paper describes the first year of one PREP program, "College Discovery-Identity '69," which was jointly sponsored by Staten Island Community College, City College of New York, and private industry. Included in the program are mini and standard length courses in basic skills, current social problems and interpersonal relations; a communications laboratory; a special program for prisoners in the stockade on the military base; and a counseling program which combines placement services, human relations seminars, and peer counseling. The report also includes a summary of the steps for setting up a PREP program, a list of regional coordinators for veterans and servicemen's programs, and a paper by James J. Smith, Jr., on "Credit by Examination and the Military." (LP)

ED 058 878

JC 720 052

Facilities Planning Conference for Community-Junior College State-Level Personnel.

American Association of Junior Colleges,

Washington, D.C.; Florida Univ., Gainesville.

Inst. of Higher Education; National Council of

State Directors of Community-Junior Colleges.

Spons Agency—Office of Civil Defense (DOD),

Washington, D.C.; Office of Education (D-

HEW), Washington, D.C.

Pub Date 72

Contract—OEC-0-71-3764

Note—87p.; Proceedings of a conference held in

Chicago, Illinois, Sept. 29-30, Oct. 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Educational Facilities, *Facility Guidelines, *Facility Inventory, *Facility Utilization Research, *Junior Colleges

This report on planning and developing facilities for community-junior colleges includes papers presented at a conference for state-level facility planners. The meeting covered the following areas: (1) development of physical facilities responsive to educational programs and community needs; (2) efficient use of existing facilities through effective management systems; (3) utilization of community resources; (4) construction of facilities to meet civil defense requirements; and (5) planning for community-junior colleges to assist civil defense agencies by providing communications centers, storage areas, and education and training centers. Careful planning with an emphasis on the community dimension and use of existing buildings was particularly noted. Also included in this publication are the conference program and the list of participants. (MN)

ED 058 879

JC 720 053

Blai, Boris, Jr.

Two-Year College Dropouts--Why Do They

Leave? Who Are They? How Many?

Harcum Junior Coll., Bryn Mawr, Pa.

Report No--IRR-72-11

Pub Date Mar 72

Note--21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Dropout Characteristics, Dropout Identification, *Dropout Rate, *Dropout Research, *Dropouts, *Junior Colleges, Persistence, School Holding Power, Withdrawal

Assuming that the holding power of a junior college is one of the significant indices of its effectiveness, this paper reviews descriptive and inferential data on student attrition. Included are dropout statistics, reported reasons for leaving college, and personality characteristics of dropouts versus persisters. Comparisons between numbers of dropouts at junior and 4-year, public and private, large and small, and co-ed and single sex colleges were made. The conclusion is that small enrollment schools (250-750), whether 2- or 4-year, enjoy higher retention rates. The personality profiles of dropouts reported in the literature surveyed here are not consistent, although it is generally believed that high dropout rates in junior colleges are primarily attributable to the lower level of motivation and poorer academic preparation of students. The value of special programs for potential dropouts and types of college environments which seem to foster higher dropout rates are also discussed. (LP)

ED 058 880

JC 720 054

Community College Vocational Cooperative Education: Exemplary Project in Vocational Education Conducted Under Part D of Public Law 90-576. First Annual Report.

Coast Community Coll. District, Costa Mesa, Calif.; San Mateo Junior Coll. District, Calif.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No--Proj-0-361-0069

Pub Date 1 Nov 71

Contract--OEC-0-71-0527(361)

Note--51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Cooperative Education, *Junior Colleges, *Technical Education, *Vocational Education, *Work Study Programs

Identifiers--California

This is the first annual report of a 3-year exemplary project, financed by the U.S. Office of Education to prove that vocational cooperative education--a community college plan for career preparation through classroom study and off-campus, paid work experience--is an effective solution to the problems of student motivation, educational relevance, and bridging the gap between school and employment. The major objectives specified for the first year of the program were to establish a national demonstration model and to demonstrate the effectiveness of (1) alternate semester, parallel and extended-day plans, (2) recruitment, development and coordination procedures, (3) disadvantaged student recruitment and maintenance, (4) technical, business and paraprofessional manpower recruitment and training, and (5) "outreach" instruction and counseling. Within this framework, 24 lesser goals and objectives were specified for the exemplary program. In all cases the primary governing philosophy was not to prove the concept of cooperative education, but rather to determine the most effective vocational curriculum patterns and procedures. Efforts expended in these directions are reviewed in a discussion of program procedures, first year progress, budget arrangements and program evaluation. (AL)

ED 058 881

JC 720 055

Wing, Dennis R. W.

The Professional President: A Decade of Community Junior College Chief Executives.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Report No--Topical-Pap-28

Pub Date Jan 72

Note--23p.

Available from--ERIC Clearinghouse for Junior Colleges, 96 Powell Library, University of California, Los Angeles 90024 (Limited supply available free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Administrator Attitudes, *Administrator Background, *Administrator Characteristics, Administrator Qualifications, Administrator Selection, *Chief Administrators, *Junior Colleges, *Presidents

This report draws a profile of community college presidents holding office in 1970 and compares their characteristics with the results of similar studies conducted in 1960 and 1964. The report is based on information from the National Career Study of Community College Presidents conducted in 1970-71 by the Mountain-Plains Community College Leadership Program of the University of Colorado. Of 737 questionnaires sent to college presidents, 498 or 68% were returned. The results show that 1970 presidents, contrasted with presidents in 1960 and 1964 studies, will not stay as long in that position, are more likely to have come from a previous community college job, are more likely to have a doctoral degree and to have earned it in education. The 1970 survey revealed that presidents viewed their previous experience in educational administration as the most important factor in their being hired and listed "educational challenge" as the foremost reason for accepting the job. Fifty percent did not aspire to another position, but of the 50% who did, half preferred another junior college presidency and half a university or 4-year college professorship. The study includes a discussion of the biographical background and career characteristics of community college presidents. (LP)

ED 058 882

JC 720 056

Bylsma, Donald Blackburn, Robert T.

Changes in Faculty Governance and Faculty Welfare: Some Empirical Consequences of Collective Negotiations.

Pub Date [71]

Note--26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Collective Negotiation, *Faculty Organizations, *Governance, *Junior Colleges, *Teacher Welfare, Unions

In this paper the authors survey the literature surrounding the changing role of faculty in governing academic institutions and controlling their own welfare. The review of materials goes back to 1920, documenting the concern of the professoriate for achieving some form of participative governance in higher education generally, but junior college faculty are differentiated from higher education faculty as to attitudes toward school governance. It was noted that by 1965, new external forces entered the domain of higher education, modifying the heretofore relatively passive behavior of faculty toward their involvement in the decision making process, particularly in junior colleges. The new forces were characterized as unionization, collective bargaining, and strikes. To test the effect of these new forces on the structure and status of the groups involved, a purposeful selection of six Michigan community colleges was conducted. Eight respondents from each school were selected representing varying views towards unionization and collective bargaining. Four major findings were reported: (1) changes in decision making related to faculty welfare have occurred since 1965, (2) few changes in decision making related to academic affairs have been taken place, (3) size or structure of an organization or group has little relationship to its internal political characteristics, and (4) in many instances, a more tightly structured bureaucracy has resulted from faculty pressures in collective negotiations. (AL)

LI

ED 058 883

LI 003 274

Helmuth, Nancy A.

The Use of Extracts in Information Services.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date 71

Note--24p.; (30 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Abstracting, *Abstracts, *Comparative Analysis, Guidelines, *Information Processing, Literature Reviews

Identifiers--Extracting, *Extracts

It is the purpose of this paper to explore the use of extracts by reporting the results of a sur-

vey of the current acceptability and use of extracts, by a literature review and by suggesting guidelines for selecting extract material. The survey shows that extracts are currently being used in information services, especially for current awareness. Most consider extracting a time-saver. The methods for selecting material from a document are not well defined. A search of the literature produced only thirteen documents which deal with manually produced extracts. As reported in the literature, materials extracted include the author summaries, first and/or last paragraphs, selected sentences, the first page, and material selected by subject specialists from the entire text. The value of extracts as measured by how they lead the user to relevant documents was experimentally demonstrated. The purpose of the guidelines is to help the librarian and information specialist produce an informative extract. There was no substantial evidence that extracting is less costly than abstracting. The main criteria considers whether to spend the money to retype what the author has said or get a better understanding of the paper and use the author's words to describe it. (Author)

ED 058 884

LI 003 290

Institute on the Role of Georgia Public Libraries in the Right to Read Effort; [Selected Materials].

Atlanta Univ., Ga. School of Library Services; Emory Univ., Atlanta, Ga. Div. of Librarianship.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date 3 Dec 71

Note--34p.; (3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Library Programs, *Literacy Education, *Public Libraries, *Reading Programs

Identifiers--Georgia, *Right to Read

The selected materials are: (1) program; (2) list of participants; (3) Memorandum from Venable Lawson, Institute Director; (4) paper from Betty Kemp "Prepared for the Institute on Role of Georgia Public Libraries in the Right to Read Effort"; (5) "Public Libraries and Illiteracy in Georgia." by Dr. Mary Edna Anders; (6) "Summary: Programs in Georgia Public Libraries Related to the Right to Read Effort." by Leroy Childs and (7) "Savannah Area Literacy Training Program." by Frances Rees. (MM)

ED 058 885

LI 003 354

Audiovisuals in the VA Library System. Program Guide.

Veterans Administration, Washington, D.C.

Report No--G-16-M2-PT-8

Pub Date 7 Dec 71

Note--12p.; (45 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Audiovisual Aids, Audiovisual Centers, *Instructional Materials Centers, *Library Planning, *Library Services, *Medical Libraries, Program Guides

Identifiers--*Nonprint Media

These guidelines are directed toward librarians and hospital management personnel to aid them in the planning of library services. Emphasis is placed on the systematic expansion of library service to include nonprint media of various kinds integrated with the traditional books, journals, magazines, reports and pamphlets. This program guide contains chapters on: (1) Multi-Media Libraries: The Learning Resources Center Concept; (2) Audiovisuals in Library Service; (3) Practical Procedures, and (4) Selected Readings and Catalogs. The Appendix contains a Survey of Need/Interest. (MM)

ED 058 886

LI 003 355

A Proposed Working Definition for Reorganization of the WSU Library System; Working Paper No. 5.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date 4 Jan 72

Note--5p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Budgets, Costs, *Financial Needs, *Financial Problems, *Library Expenditures, Operating Expenses, *University Libraries

Identifiers--*Wayne State University Libraries

The Wayne State University Library system is faced with a declining budget for at least the next year and a half, and an increased work load per person because of staff attrition and because of

increased enrollment. The two courses of action are: (1) Rely on the hope that 1973-74 will be a good year, and the Library will be able to increase the staff to recover losses. In the interim, the Library is faced with almost insoluble space and acquisitions problems as well as declining services and (2) Ruthlessly reduce all duplication of resources and services thus reducing the number of staff needed to carry out routine operations. The time released can be used to remove the backlogs of work that have begun to form, and to study alternatives and plan for the future when expansion of programs may once more be possible. The following operational definition is proposed as a guide for the reorganization that will have to be undertaken within the next year. "The library collections are to be viewed as a unit with their organization to be based on format and our use of universal classification system." (MM)

ED 058 887 LI 003 356

Pings, Vern M. Spang, Lothar
Wayne State University Libraries Operations, a Description of Staff Deployment.
Wayne State Univ., Detroit, Mich. Univ. Libraries.

Report No.—WSU-TP-1

Pub Date Dec 71

Note—61p.; (8 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Library Planning, *Library Technical Processes, *Resource Allocations, *Staff Utilization, *University Libraries
Identifiers—*Wayne State University Libraries

The study has produced a description of the Library System that can be stated in quantitative statements with an assurance of accuracy not possible previously. The data provide a means of reformulating value statements into factual statements directly or provide a base line from which to determine what additional data are needed to make factual statements which can be tested empirically. Planning for improvement can be undertaken because the data demonstrates, although in a very simplified manner, the interrelatedness of Library functions. The data reported are a description of the Library System as of the Fall of 1971; as changes are instituted, these data may serve as a check in the future as to the actual results in staff deployment and cost allocations. The study will enable the Library Staff to assess the relevancy or the inadequacy of services at present and as changes occur. (Author)

ED 058 888 LI 003 391

Sypert, Mary
An Evaluation of the Colorado Statewide Reference Network.

Denver Univ., Colo. Center for Communication and Information Research.

Spons Agency—Colorado State Univ., Ft. Collins. Pub Date Apr 71

Note—255p.; (90 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administration, Library Cooperation, *Library Networks, *Library Planning, *Library Reference Services, Library Surveys
Identifiers—*Colorado Statewide Reference Network

Lack of adequate administration is concluded to be the main cause of Network inefficiency and ineffectiveness. Some of the recommendations for improvement of Network administration are: (1) The Colorado State Library (CSL) should remain the central agency for administration of the Statewide Reference Network (SRN). CSL should accept responsibility for the planning and design of the Network; it should delegate role responsibilities and specialties; and it should be responsible for implementing operations and continuous evaluation; (2) CSL should identify a position within the organizational structure at the appropriate level for an administrator of the SRN; (3) A governing committee other than the Colorado Council on Library Development should be established to work closely with the administrator of SRN in the guidance and direction of the Network's development and (4) Objectives of the SRN should be established. (Author/MM)

ED 058 889 LI 003 392

Computer Education for Teachers in Secondary Schools; An Outline Guide. Revised Edition.
International Federation for Information Processing, Geneva (Switzerland). Working Group on Secondary School Education.
Pub Date Sep 71

Note—29p.; (0 References)

Available from—AFIPS Headquarters, 210 Summit Ave., Montvale, New Jersey 07645 (\$7.75)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, *Computer Science Education, *Course Content, Guides, *Secondary School Teachers, *Teacher Education

This guide is intended for those people who are concerned with the planning of computer courses for the training of teachers. It gives suggestions for the content of such courses and indicates methods by which the concepts of computer science can be explained to students. Included are the study of the computer itself and some indications of the influence of the computer within subject areas and its effect on society. The guide can also be used by informed teachers when preparing courses for secondary school children. It is expected that such teachers will equip themselves by studying the subject in depth so that they are not teaching to the limit of their knowledge. (Author)

ED 058 890 LI 003 393

Mathews, Thomas G.
Library and Archival Resources for Social Science Research in the Spanish, French, Dutch Caribbean.

Association of Caribbean Univ. and Research Libraries, San Juan, Puerto Rico.
Pub Date Nov 71

Note—21p.; (26 References); Paper presented to the Third Conference of the Association of Caribbean Univ. & Research Libraries, Caracas, Venezuela, 7-12 November 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Archives, *Information Seeking, *Library Collections, *Library Materials, *Resources, *Social Sciences
Identifiers—*Caribbean

The working paper describes how a social scientist might go about locating resources for any particular study. Researchers are directed to non-Caribbean based material in European Archives as well as collections in the United States. Caribbean resources are analyzed by county. The countries include Cuba, Dominican Republic, Puerto Rico, Netherlands Antilles, Surinam, and French Antilles. (MM)

ED 058 891 LI 003 394

Noble, Valerie, Ed.
Perspectives: A Library School's First Quarter Century (1945 - 1970).

Western Michigan Univ., Kalamazoo. School of Librarianship.

Pub Date 70

Note—35p.; (2 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*History, *Library Education, *Library Schools

Identifiers—*Western Michigan University
The publication commemorates the first twenty-five years of Western Michigan University's School of Librarianship. The work is comprised of three sections which mark the most significant periods of development: the founding years, 1945-56; the period of graduate accreditation and attainment of new physical facilities 1956-63; and the years 1963-1970, marked by tremendous expansion which culminated in its recent recognition as a School in the Graduate College. The past quarter century is presented from the viewpoint of a brief factual chronology which precedes each section, and from the story of the department as seen through the eyes of those involved in it. (Author/MM)

ED 058 892 LI 003 395

Fong, Elizabeth
A Survey of Selected Document Processing Systems.

National Bureau of Standards (DOC), Washington, D.C. Center for Computer Sciences and Technology.

Report No.—NBS-TN-599

Pub Date Oct 71

Note—68p.; (8 References)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (C 13.46:599 \$6.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Documentation, *Electronic Data Processing, *Information Retrieval, *Information Storage, *Information Systems, On Line Systems, Surveys
Identifiers—*Computer Software

In addition to reviewing the characteristics of document processing systems, this paper pays considerable attention to the description of a system via a feature list approach. The purpose of this report is to present features of the systems in parallel fashion to facilitate comparison so that a potential user may have a basis for evaluation in terms of the capabilities which his requirements demand. The state-of-the-art in on-line document processing systems has been moving very rapidly. The software progress in data base management, heuristic programming, automatic abstracting and indexing and also the hardware progress in front-end computers, optical character recognition devices, on-line data entry devices, etc., all have played a part. Because of the lack of tools to determine precise performance measurements, the problem of system performance evaluation is not considered. (Author/NH)

ED 058 893 LI 003 396

Co-operate??? Or Co-operate!!! A Symposium on the Need for Co-operation Among Ontario Libraries and the Development of a Network Library System (University of Western Ontario, London, 26 October, 1968).

Ontario Resources and Technical Services Group, Windsor.

Spons Agency—Ontario Library Association, Toronto.

Pub Date Dec 68

Note—48p.; (4 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, Libraries, *Library Cooperation, *Library Networks, *Library Planning, University Libraries

Identifiers—Centralized Processing, Forecasting, *Ontario

The five papers presented at this symposium are: (1) "The Librarian and the Porcupine: Experiences With Cooperation and Technical Services in New York State," by Peter J. Paulson; (2) "Interlibrary Cooperation; The Academic Areas," by D. A. Redmon; (3) "The Role of Urban Libraries in Cooperation," by John Dutton; (4) "Library Network: Observations on the Chicago Conference," by Clint Lawson and (5) "SCOPEing the Future of Librarianship in Ontario," by John Wilkinson. (MM)

ED 058 894 LI 003 397

Joint Workshop for Community Public Librarians and Librarians Serving Patients at Illinois Mental Health Institutions; "Improving Library Services for Those with Mental Health Problems" (1st, Activity Therapy Services Training School, Manteno State Hospital, Manteno, Illinois, August 31 - September 1, 1966). Summary.

Illinois State Dept. of Mental Health, Springfield; Illinois State Library, Springfield.

Pub Date 66

Note—30p.; (50 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Institution Libraries, *Librarians, Library Cooperation, Library Programs, *Library Services, *Mentally Handicapped, *Public Libraries, Workshops

The two purposes for this workshop are: (1) to provide basic foundations for the future planning and growth of library services for patients and residents in institutions of the Department of Mental Health and for all citizens of Illinois having mental health problems; and (2) to encourage cooperation and understanding between public librarians and librarians for patients and residents in institutions of the Department of Mental Health. The report contains: A general summary of the workshop; a summary of the sessions with Clara Lucio -- the head of the Hospital and Institutions Department of the Cleveland Public Library; reports from the discussion groups; the schedule and list of participants; and a list of resource materials given to the participants. (Author/NH)

ED 058 895 LI 003 398

Harvey, John F., Ed.
Southwest Asian Documentation Centre Conference (1st, Tehran, Iran, April 5-9, 1970). Proceedings.

Iranian Documentation Center, Tehran.

Spons Agency—Central Treaty Organization, Ankara (Turkey).

Pub Date Jun 70

Note—199p.; (103 References); Irandoc Reference Manual Series 4

Available from—Iranian Documentation Centre, P.O. Box 11-1387, Tehran, Iran (no charge)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conferences, *Cooperative Programs, *Foreign Countries, *Information Centers, Information Scientists, *Information Services, Information Systems, *International Programs

Identifiers—Iran, Pakistan, *Scientific and Technical Information, Turkey

The main objective of the conference was to explore methods for close and fruitful cooperation between the region's documentation centers. The conference was held to establish closer contacts between the documentation center staffs, to expand in-service training, and promote information and personnel exchange. The conference is considered to be an initial step toward sincere and continuing cooperation between the documentation centers of Turkey, Pakistan and Iran—countries which have a background of cultural, social and economic interdependence. Goals to be fulfilled within five years include: giving attention to information scientists' education; preparing a cumulative union list of science, technology and social science regional serials; having short term staff exchanges; holding short term regional seminars; preparing a cumulative union list of science, technology and social science regional serials; having short term staff exchanges; holding short term regional seminars; preparing a common thesaurus on broad subject fields; preparing a regional interlibrary loan code; establishing a Southwest Asian Documentation Center Conference Secretariat; Compiling a directory of regional research institutions and establishing a regional center for duplicate exchange. (Author/NH)

ED 058 896

LI 003 399

Uemura, Syunsuke

Intrex Subject/Title Inverted-File Characteristics. Massachusetts Inst. of Tech., Cambridge. Electronic Systems Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—ESL-TM-454

Pub Date Sep 71

Note—95p.; (14 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Electronic Data Processing, Filing, *Indexes (Locators), *Indexing, *Information Retrieval, Information Storage, *Information Systems, Subject Index Terms

Identifiers—*Intrex

The characteristics of the Intrex subject/title inverted file are analyzed. Basic statistics of the inverted file are presented including various distributions of the index words and terms from which the file was derived, and statistics on stems, the file growth process, and redundancy measurements. A study of stems both with extremely high and low frequency is also reported. All characteristics are discussed and analyzed in connection with the free vocabulary, in-depth indexing method of Intrex. (Author)

ED 058 897

LI 003 400

Brandhorst, Wesley T.

Book Catalogs; Selected References.

Leasco Systems and Research Corp., Bethesda, Md.

Pub Date Jun 69

Note—13p.; (116 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Book Catalogs, *Catalogs, Economics, Information Retrieval, Information Storage, Library Automation, Library Technical Processes

The 116 citations on book catalogs are divided into the following two main sections: (1) Selected References, in alphabetic sequence by personal or institutional author and (2) Anonymous Entries, in alphabetic sequence by title. One hundred and seven of the citations cover the years 1960 through March 1969. There are five scattered citations in the 1950s and two citations with no dates. There is also one citation for 1915 and one for 1938. The citations cover the following aspects of book catalogs: preparation, preservation and maintenance; economics and cost data; mechanization; conversion to machine-readable form; the book catalog versus the card catalog and the computerized catalog. (MM)

ED 058 898

LI 003 401

New England Library Information Network, Final Report. "The Development and Testing of an Automated System of Catalog Products Production."

New England Board of Higher Education, Wellesley, Mass.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Feb 70

Note—175p.; (1 Reference)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computers, *Electronic Data Processing, Foreign Countries, *Information Networks, *Library Automation, *Library Networks, Time Sharing

Identifiers—NELINET, *New England Library Information Network

The final report on the Council on Library Resources (CLR) Grant #3 for the New England Library Information Network (NELINET) is divided into three parts. Section one is a general commentary on the NELINET project, which was conceived to test the viability of creating a centralized, regional capability to use electronic data processing techniques for technical processes and other service requirements of a network of libraries. The philosophy of the total project and of the system design planned to achieve project objectives is discussed. The NELINET system design and its transferability is reviewed in section two. Section three is a technical report on the hardware, software and system design of the project. (SJ)

ED 058 899

LI 003 404

Navarre, Carolyn

Decision Flowcharts as Training Tools in Libraries.

Wayne State Univ., Detroit, Mich. Medical Library.

Report No.—R-59

Pub Date Jan 72

Note—16p.; (10 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, Decision Making Skills, *Flow Charts, *Librarians, Libraries, *Training Techniques

Decision flowcharts are efficient and effective training tools for librarians and library employees below the administrative level. In addition, the cost of training programs is reduced by the use of flowcharts. Training staff in the performance of routine procedures is particularly suited to the use of decision flowcharts. The two types of flowcharts commonly used are the type that documents the conditions that must exist before a decision is reached and the type that documents a sequence of operations and decisions. Simplicity for ease of understanding is a requirement for both. Decision flowcharts are efficient because the trainee can learn complex tasks quickly. And, they are effective because they may be used to increase motivation and to reduce training time. (SJ)

ED 058 900

LI 003 405

A Goal Directed Future; Owensboro - Davies County Public Library.

Kentucky State Dept. of Libraries, Frankfort.

Pub Date 1 Dec 71

Note—200p.; (1 Reference)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Reading Programs, *County Libraries, Improvement, Library Collections, *Library Planning, *Library Services, *Library Surveys, *Public Libraries

Identifiers—*Owensboro Davies County Public Library

The overall view of the library and its services show that within the "severe" limits of its resources, the library is doing well in its basic services. The call for "excellence of basic services" reflected in the objectives requires continued service improvement and a reorganization of the staff to heighten public services. Too much of the library's recent growth has gone into its records and procedures. The library's basic resources of income, collections, and staff must be increased in the future. The per capita annual support should be doubled to \$3.00 per capita in today's money with the county increasing its proportion of support. Eventually, the library should be placed on the stronger footing of a library taxing district. Until a higher level of support is attained, new programs and services must be limited to improving the basic collection, staff, and reference services. (Author/MM)

ED 058 901

LI 003 406

[National Conference on Cataloging Standards (Ottawa, May 19-20, 1970).

National Library of Canada, Ottawa (Ontario).

Pub Date Mar 71

Note—176p.; (66 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cataloging, Classification, Conferences, Foreign Countries, Government Publications, Information Retrieval, *Library Automation, *National Libraries, Serials, *Standards, *Union Catalogs

Identifiers—*Canada

The following papers were presented at an invitational conference on cataloging standards: (1) "Canadiana Meets Automation;" (2) "The Union Catalogues in the National Library - The Present Condition;" (3) "A Centralized Bibliographic Data Bank;" (4) "The Standardization of Cataloging;" (5) "The Standardization of Cataloging; a summary;" (6) "Standardization of Classification and Subject Headings;" (7) "Standardization of Input and Retrieval in an Automated System;" (8) "Standardization for Serials;" (9) "Standardization for Government Publications;" and (10) "The Means of Achieving Standardization." Resolutions based on the conference are also included. (Author/NH)

ED 058 902

LI 003 407

Idaho Citizens Plan Library Service for the 70's; The Report of the Governor's Conference on Libraries (Boise, Idaho, December 5, 1969).

Idaho State Library, Boise.

Pub Date 70

Note—39p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Financial Needs, *Libraries, *Library Planning, *Library Services, Problems

Identifiers—*Idaho

Presented are the proceedings of the 1969 Governor's conference on Idaho libraries. Topics of speeches given are: (1) Library Specialists for Schools; (2) Library Needs in a Changing World; (3) Idaho Libraries: Past, Present, Future; (4) Public Support -- A Must for Our Libraries; (5) Knowledge Explosion Brings Challenge; (6) A Trustee's Story: With Chicanery and Guile; (7) A Look at the Problems; (8) Positive Approaches; (9) Just the Way We Like It; and, (10) Is Consolidation an Answer? Question and answer sessions within discussion groups are recorded. The list of participants and opening remarks by the Governor are included in the proceedings. (SJ)

ED 058 903

LI 003 408

Anderson, Linda M.

Libraries for Small Museums.

Missouri Univ., Columbia. Museum of Anthropology.

Pub Date 71

Note—83p.; Museum Brief #7; (7 References) Available from—Museum of Anthropology, University of Missouri, 100 Swallow Hall, Columbia, Missouri 65201 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Anthropology, Cataloging, *Library Planning, *Library Technical Processes, *Museums, *Special Libraries

Presented are the very basic requirements for establishing a small special library operating under a limited budget. Physical plant organization, cataloging, book processing, circulation procedures, book selection and ordering and instructions for typists are covered. Although the practices discussed were established for a museum library, what is said will apply equally to any other type of small library. The principles of organizing a library are presented in sequential order, with text kept to a minimum; this is, in effect, a manual of procedure. The rules, in most cases, have been greatly simplified; individuals without formal library training will still be able to establish a satisfactory library. The purpose of this simplification is the idea that time equals money. The easier it is for the cataloger and typist to carry out their jobs, the more work will be done. In every case, however, provision has been made for the inclusion of all essential information. (Author/SJ)

ED 058 904

LI 003 409

The Book Publishing and Manufacturing Industry in Canada; A Statistical and Economic Analysis.

Ernst and Ernst, Montreal (Quebec).

Spons Agency—Department of Industry, Trade, and Commerce, Ottawa (Ontario).

Pub Date Oct 70

Note—178p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Books, Foreign Countries, *Printing, *Publishing Industry, Statistical Studies, Statistical Surveys
Identifiers—*Canada

The fundamental objective of the study is to obtain a detailed analysis of the book publishing industry and the book printing industry in Canada, in order to determine what steps the Federal Government might take to assist the industry in improving its viability and in promoting its stability and growth. This objective implies that the study will provide the detailed analysis of the industry necessary to formulate the major policy options which may be open to the industry and to the Government of Canada. The primary purpose of the study is statistical and economic data collection. Publishing and manufacturing are the elements of the book industry considered. Publishing includes manuscript selection, editing, copyrighting, marketing and aspects of physical distribution as they pertain to publishers. Manufacturing encompasses typesetting, printing and binding. Both English and French language publishers of Canada are analyzed. (Author/SJ)

ED 058 905

LI 003 411

Heiliger, Edward M.

Teaching Information Retrieval Using Telediscussion Techniques.

Kent State Univ., Ohio. Center for Library Studies.

Pub Date 72

Note—15p.; (11 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Education, Experimental Programs, *Graduate Students, *Information Retrieval, Information Scientists, *Seminars, *Teaching Techniques, *Telephone Instruction

This paper concerns an experiment in teaching a graduate seminar on Information Retrieval using telediscussion techniques. Outstanding persons from Project INTREX, MEDLARS, Chemical Abstracts, the University of Georgia, the SUNY biomedical Network, AEC, NASA, and DDC gave hour-long telelectures. A Conference Telephone Set was used with success. Student diaries and an observer provided part of the background material for this paper. Recommendations include suggestions that the course be given once a week in two and one-half hour sections, with discussion of the telelecture both preceding and following the presentations; that alternate weeks be devoted to classroom lectures on theory; and that there be an exchange of personal information between the speaker and the students before the lecture. (Author)

ED 058 906

LI 003 412

Evans, G. Edward And Others

Library Environmental Design: Physical Facilities and Equipment.

California Univ., Los Angeles.

Spons Agency—Department of the Army, Washington, D.C.

Report No.—TISA-PR-33

Pub Date 31 Dec 71

Note—266p.; (54 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Design Needs, Evaluation Methods, *Library Equipment, *Library Facilities, *Library Planning, *Library Standards
Identifiers—*Military Libraries

This state of the art report summarizes current practice and accepted standards in library physical facility design. It is intended to serve as an interim planning guide for Army technical libraries until the completion of the Guided Inquiry System in the second phase of this study. Recommendations made in the report are based on a thorough review of the literature on library planning and design, an analysis of the present Army procedures for obtaining library facilities, interviews with librarians, building consultants and architects, and site visits to a number of different types of military and non-military libraries. The report concludes that a generic base exists from which to plan all libraries and makes specific recommendations to improve the procedures for providing Army technical libraries. Recommendations include a) using a planning team approach throughout the building project; b) using a written, fully documented building program; c) the team explore all options for a new facility; d) the team should use a proximity chart to analyze library activity relationships until the Guided Inquiry System is developed; e) the team should use the interim

generic evaluation method described in this report in the evaluation process until the method is fully developed. (Author)

ED 058 907

LI 003 413

The Vital Adjunct: Parliamentary Libraries and Their Role in Australia.

New South Wales Parliamentary Library, Sidney (Australia).

Report No—Ref-M-7

Pub Date Nov 69

Note—53p.; (10 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, *Government Libraries, *Legislators, *Library Reference Services, *Library Services, *Use Studies
Identifiers—Australia, *Library Role, Parliamentary Libraries

The views of three parliamentary librarians and two academics on the subject of library services to Australian legislators are given in this publication. A variety of viewpoints is given in order to stimulate and provoke reaction from the Members of Parliament for whom the book is basically intended. The five articles included are: (1) "The New South Wales Parliamentary Library: its present and its future," (2) "Legislative Research Service: the view from Canberra," (3) "The Queensland Parliamentary Library," (4) "Legislative reference and research services for the Australian Parliaments," and (5) "The Commonwealth Parliamentary Library." (Author/NH)

ED 058 908

LI 003 414

Lubetzky, Seymour Hayes, Robert M.

Bibliographic Dimensions in Information Control; Report 1 of a Series on the Principles of Cataloging.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-4284

Pub Date 1 Oct 68

Grant—OEG-1-7-071089-4284

Note—19p.; (22 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, *Information Processing, *Information Retrieval, *Information Storage, Library Materials, *Library Technical Processes

The materials of a library, exemplified by books, have traditionally been viewed as presenting two aspects involving two distinct problems: their description and control as unique items, and their treatment as sources of information on various subjects. But this view has tended to overlook a third fundamental aspect: that of the "works" which are embodied in the materials and in turn embody the information. The paper discusses the meaning of this aspect and its implications in the control of information. (Author)

ED 058 909

LI 003 415

Lubetzky, Seymour

The Author and Title Catalog in the Library; Its Role, Function, and Objectives; Report 2 of a Series on the Principles of Cataloging.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-4284

Pub Date Jan 69

Grant—OEG-1-7-071089-4284

Note—19p.; (20 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, *Catalogs, Information Processing, *Information Retrieval, *Information Storage, Library Materials, *Library Technical Processes

In setting out to design a system of cataloging, or to evaluate a given system, or to apply a system in effect, it is necessary to begin with a clarification of the ends which the product of cataloging—that is, the catalog—is to serve in the library. To contribute to an understanding of these ends, the present study considers the role of the catalog in relation to the library's operations and services, the function of the catalog as it has evolved over the past century, and the specific objectives which the catalog has come to serve in view of its role and function in the library. (Author)

ED 058 910

LI 003 416

Lubetzky, Seymour

Descriptive Cataloging: Problems and Principles; Report 3 of a Series on the Principles of Cataloging.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—OE-4284

Pub Date 1 Apr 69

Grant—OEG-1-7-071089-4284

Note—58p.; (56 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, *Information Processing, *Information Retrieval, *Information Storage, Library Materials, *Library Technical Processes

This report presents an analysis of the problem of descriptive cataloging as a whole: the aspects of the problem, the questions they raise, the issues involved, the course adopted in the new "Anglo-American Cataloging Rules," and the principles that would serve best the objectives of the catalog. (Author)

ED 058 911

LI 003 417

Cooper, Michael David

Evaluation of Information Retrieval Systems: A Simulation and Cost Approach.

Pub Date May 71

Note—222p.; (142 References); Dissertation submitted in partial satisfaction of the requirements for...Doctor of Philosophy in Librarianship, Grad. Div., Univ. of California, Berkeley
Available from—Michael D. Cooper, School of Librarianship, Univ. of California, Berkeley, Calif. 94720 (\$6.35)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cost Effectiveness, *Costs, *Evaluation, *Information Retrieval, *Information Systems, Mathematical Models, Simulation

Two specific approaches of how to evaluate an information retrieval system are explored. The first is a mathematical model for use in studying how to minimize operating costs. The model provides a method for comparative evaluation between systems. The cost model divides the costs of a retrieval system into two components: system costs and user costs. The second approach is the development of a simulation model as a preliminary step toward the creation of a tool for system design and evaluation. The simulation program creates a well specified collection of documents and analyzes the effect of changes in query file characteristics on system performance. Employing the thesaurus, pseudo-documents and pseudo-queries are compared to see the effect of various query file parameter changes on the quantity of material retrieved. Evaluation of the simulation output indicates that there are small differences between the results of the experimental runs. It is concluded that one method for generating pseudo-queries is not clearly better than another. It is believed, however, that the simulation model as an approach to the evaluation of retrieval systems provides a limited but useful framework for the evaluation of information retrieval systems. (Author/MM)

ED 058 912

LI 003 418

White, Ruth W., Ed.

A Study of Reference Services and Reference Users in the Metropolitan Atlanta Area.

Georgia Univ., Athens. Dept. of Library Education.

Spons Agency—American Library Association, Chicago, Ill. Reference Services Div.

Pub Date 71

Note—83p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Libraries, *Library Reference Services, *Library Standards, Library Surveys, *Reference Materials, *Use Studies
Identifiers—*Atlanta, Georgia

A project team was commissioned to gather information which could be used by the Reference Standards Committee of the American Library Association in their development of standards for library reference services. The metropolitan Atlanta area was selected because it includes in an accessible geographical area the entire range of types of institutions which provide reference services in a sufficiently large number to be significant. This report is a descriptive study of the reference services of selected libraries and of

selected users of those services. The study attempted to: (1) identify current reference measurement and evaluation techniques; (2) elicit statements concerning the use of reference statistics; (3) determine the library interest in standards for reference services; and (4) measure user satisfaction. The following recommendations are made to the Reference Standards Committee: (1) emphasize qualitative rather than quantitative measures of service, though minimum quantitative standards should be included; (2) users needs should be the most important consideration; (3) standards should initiate a self-evaluation; and (4) formulate uniform reference standards for all types of libraries. Names of project team members, summaries of replies to interview questions and lists of libraries in Atlanta are appended. (SJ)

ED 058 913

LI 003 419

Moore, Lorna And Others

Distinction is All: NTIS From a Technical Librarian's Point-of-View.

Committee on Information Hang-ups, Washington, D.C.

Pub Date Nov 71

Note—10p.; (3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, Government Publications, Information Centers, Information Networks, Information Processing, *Information Retrieval, *Information Services, *Information Systems, National Programs, *Use Studies

Identifiers—*National Technical Information Service, NTIS, Scientific and Technical Information

Difficulties encountered by users of the National Technical Information Service (NTIS) indexing and abstracting services are: (1) coverage too broad for a single index, (2) duplication of material indexed or distributed elsewhere, (3) multiple number series, (4) inconsistency of bibliographic entries and (5) coverage unpredictable. The difficulties encountered in NTIS are symptomatic of problems in the entire government information system. Significant improvements in the system as a whole, or in NTIS as a part of that system, can only be accomplished by significant changes in the handling of government sponsored publications. It is proposed that all government research reports be processed and indexed by a network of information centers and that these centers feed their documents and bibliographic tapes into NTIS. It is further proposed that NTIS become the national distribution center for all unrestricted research reports and that it be responsible for the printing and distribution of separate indexes to these reports. To accomplish this, NTIS must make major changes; its relationship to the rest of the Federal information community must be restructured; and it must act as the cohesive core of a network. (Author/NH)

ED 058 914

LI 003 420

Historical Chronology and Selected Bibliography Relating to the National Library of Medicine.

National Library of Medicine (DHEW), Bethesda, Md.

Pub Date 71

Note—25p.; (85 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *History, *Medical Libraries, *National Libraries

Identifiers—Chronology, *National Library of Medicine

The chronological development of the National Library of Medicine is traced from 1836 through 1970. The years of major accomplishments are especially noted. For example: the first issue of "Index Medicus" was published in 1879; in 1913 Fielding H. Garrison published "An Introduction to the History of Medicine;" the first meeting of the Association of Honorary Consultants to the Army Medical Library was held in 1944; in 1956 (March 13.), Senator Lister Hill and Senator John F. Kennedy submitted to Congress Bill S.3430; "to promote the progress of medicine and to advance the national health and welfare by creating a National Library of Medicine;" the library began Research and Development Program in 1967; and in 1970 a new MEDLARS publication, "Abridged Index Medicus" was published to serve the smaller hospital libraries and individual practitioners. This history is followed by a selected bibliography of materials concerning the National Library of Medicine. (Author/NH)

ED 058 915

LI 003 421

A Public Library Program for the State of North Carolina.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—North Carolina State Library, Raleigh.

Report No.—C-70301

Pub Date 68

Note—40p.; (3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Guidelines, *Library Programs, *Library Services, *Public Libraries, *State Aid, *State Libraries

Identifiers—*North Carolina

The results of a study conducted by Arthur D. Little, Inc. (ADL) for the North Carolina State Library to prepare a statewide development plan that will promote improved library service are reported. Basic to this study was the development of guidelines for administering a program of state funding for local public library service. The assignment involved analyzing the present situation, determining the feasibility of larger units of service, and suggesting the role that should be assumed by the State Library in the development plan. To assist in these tasks, several meetings were held with the Public Library Development Committee of the North Carolina Library Association and with members of the State Library staff. Ten meetings in different sections of the state which were attended by librarians and library trustees were also conducted. Interviews were held with other individuals in government and related institutions, such as the Assistant Director of the Institute of Government. Several visits were made to the North Carolina State Library to talk with staff members and to survey existing services. The places visited are listed in Appendix A, and the agenda used in the ten meetings is included as Appendix B. (Author/NH)

ED 058 916

LI 003 422

Holt, Raymond M.

Focusing Library Service on the Economic Community: An Evaluation of an LSCA Demonstration Project in Pasadena and Pomona.

Holt (Raymond M.) and Associates, Del Mar, Calif.

Spons Agency—California State Library, Sacramento.

Pub Date Dec 71

Note—319p.; (48 References)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Business, Demonstration Projects, Evaluation, *Experimental Programs, *Industry, *Library Programs, *Library Services

Identifiers—*California

During the past two decades, public libraries have launched numerous outreach programs intended to reach the "unserved" in our society. At least one group has been largely overlooked in this missionary effort - the businessman! While they may not qualify as "deprived" in the socioeconomic sense, representatives of business and industry constitute a significant group whose unfulfilled information requirements must place them in the vanguard of the "unserved." This study is an evaluation of an "outreach project" geared to the men and women engaged in business and industry - the "Economic Community." This experiment may have no parallel in library annals. Beginning with an actual market survey of the potential customer, the Demonstration Project went on to explore a variety of ways to meet the unusual and compelling information needs of this group. (Author/NH)

ED 058 917

52

LI 003 423

Markuson, Barbara Evans And Others

Automation and the Federal Library Community.

System Development Corp. Falls Church, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TM-WD-5402

Bureau No.—BR-0-9005

Pub Date Jul 71

Contract—OEC-70-3952

Note—299p.; (10 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Electronic Data Processing, *Government Libraries, Information Retrieval, *Library Automation, *Library Planning, *Library Programs, Library Surveys

Identifiers—*Federal Library Committee Task Force

The third phase of a four-phase program developed by the Federal Library Committee

Task Force on Library Automation in conjunction with its overall objective of reviewing and reporting upon the status of automation in Federal libraries is reported. The first phase of the overall program appraised the current activities in library automation and identified major trends. The second phase involved a series of studies reporting on the history and development of selected Federal library automation projects. The third phase, reported here, had three goals: (1) study and define library operations susceptible to automation; (2) survey and describe in meaningful terms, the current techniques of automation which are potentially useful in library applications and (3) establish criteria for making determinations as to feasibility, functions to be automated, types of hardware and software to be used, internal and external services, and extent of involvement with other systems. The three major tasks of this phase were: (1) a survey of the Federal library community, (2) preparation of a handbook to guide Federal librarians in automation feasibility and planning and (3) preparation of a report summarizing the survey results, and automation findings, and presenting recommendations for phase four. (Author/NH)

ED 058 918

52

LI 003 424

Carnovsky, Leon

The Foreign Student in the American Library School. Final Report.

Chicago Univ., Ill. Graduate Library School.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0662

Pub Date 30 Nov 71

Contract—OEC-0-70-2300(506)

Note—64p.; (13 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Foreign Students, *Library Education, *Library Schools, Questionnaires, Surveys

The experience, observations, and reactions of foreign students to American library education are reported in this study. A questionnaire was sent to each foreign student who graduated from an accredited American library school between 1965-69. The questionnaire invited comments concerning the student's reaction to his year or more in an American library school; what benefits did he derive, what were his satisfactions and frustrations, his handicaps and shortcomings, his expectations whether or not realized, his difficulties on and off campus, his disappointments, and his ability to apply his American education to his subsequent career. Though most of the respondents expressed general satisfaction, there were numerous criticisms and suggestions for change. Since many of the criticisms echoed those of some American graduates who questioned the rationale of library education as typically offered, a chapter presents a conception of library education as an intellectual discipline, applicable to American and foreign students alike. The suggestions and recommendations which appear throughout the report are summarized and elaborated in a concluding chapter. (Author/NH)

ED 058 919

LI 003 425

Lewis, Marianna O., Ed. Bowers, Patricia, Ed.

The Foundation Directory, Edition 4.

Foundation Center, New York, N.Y.

Pub Date 71

Note—651p.; (4 References)

Available from—Columbia University Press, 136 South Broadway, Irvington-on-Hudson, New York 10533 (\$15.00)

Document Not Available from EDRS.

Descriptors—Directories, *Educational Finance, *Foundation Programs, *Incentive Grants, *Private Financial Support, Surveys

The fourth edition of "The Foundation Directory" lists and describes 5,454 foundations and surveys their grants. The directory was prepared from foundation reports and government records. The foundations listed either have assets of \$500.00 or made grants totaling at least \$25,000.00 in the year of record. Education is the leading beneficiary of foundation support. During the past ten years, an average of 32% of all grants went to education, 15% to international activities, 14% to health, 13% to welfare, 12% to sciences, 9% to humanities and 5% to religion. Foundations located in every state, except Alaska, are included. The greatest concentration is in New York State which has nearly 26% of

the listed foundations. Twelve foundations have nearly a third of all foundation assets. Listed, in order of size, they are: The Ford Foundation, Lilly Endowment, The Rockefeller Foundation, The Duke Endowment, Kresge Foundation, W.K. Kellogg Foundation, Charles Stewart Mott Foundation, The Pew Memorial Trust, Alfred P. Sloan Foundation, Carnegie Corporation of New York, The John A. Hartford Foundation, and the Andrew W. Mellon Foundation. (Author/NH)

ED 058 920 LI 003 452
Open Forum; Micropublishing of Government Information (Shoreham Hotel, Washington, D.C., May 27, 1971).

Information Industry Association, Washington, D.C.

Pub Date 71

Note—39p.; (0 References)

Available from—Information Industry Association, 1025 15th Street, N.W., Washington, D.C. 20005 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Government, *Government Publications, *Microforms, Microreproduction, Printing, *Publishing Industry, Speeches
Identifiers—Government Printing Office, *Micropublishing

The topic of discussion at an Information Industry Association forum on May 27, 1971 was the micropublishing of government information by the Government Printing Office (GPO). Three speakers represented different points of view in considering the implications of a GPO micropublishing program: a librarian's, an information publisher's and a micropublishers. A brief introduction and discussion among the forum attendees are included. (S)

ED 058 921 LI 003 455

The Williams & Wilkins Company v. the United States; Report of Commissioner to the Court. Court of Claims, Washington, D.C.

Pub Date 16 Feb 72

Note—63p.; (10 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Copyrights, *Court Cases, *Laws, Library Services, *Opinions, *Reprography
Identifiers—Department of Health Education and Welfare, National Institutes of Health, National Library of Medicine, Williams and Wilkins Company

In this copyright infringement suit, the plaintiff (Williams & Wilkins Company) alleges that the defendant (Department of Health, Education and Welfare) through its agencies, the National Institutes of Health (NIH) and the National Library of Medicine (NLM) has infringed plaintiff's copyrights in medical journals by making unauthorized photocopies of articles from such journals. The Commissioner to the Court holds that the defendant has infringed the plaintiff's copyrights and that the plaintiff is entitled to recover "reasonable and entire compensation." For convenience and orderly discussion of the many complex problems raised by this case, the opinion is divided into three parts. Part I is a synopsis of the material facts, most of which are not in dispute. Detailed facts are set out in the findings of fact. Part II deals with the copyright law as it applies to resolution of the case. Part III deals with some ancillary matters. (Author/NH)

ED 058 922 LI 003 456

Turnblade, Richard C.

Mini-Computer Systems—A New Class of General Purpose Computer.

Data Instruments Co., Sepulveda, Calif.

Pub Date 21 Nov 70

Note—14p.; (0 References); Paper presented to the Sixth Symposium of the American Society for Information Science, N.Y. Metropolitan Chapter on New Developments in Computer Technology for Information and Library Processing

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business, *Computer Programs, *Computers, *Computer Storage Devices, *Electronic Data Processing

Identifiers—Computer Software, *Mini Computers, Pyramid Interpreter System

The Mini-Computer is compared with the general purpose computer. On a performance basis the Mini-Computer shows several interesting comparisons with the System 360 computer. The Mini-Computer core cycle, instruction execution speeds, and disc operating speeds are quite

similar to the much larger 360-30 and 40 while its magnetic tape speeds are somewhat slower. The most serious comparison discrepancy is the much reduced quantity of magnetic core in the Mini-Computer System. In a cost comparison, the Mini-Computer Processor is notably lower in hardware cost. Comparisons of computer costs and performance capability show that the Mini-Computer System performs every basic computer operation at a substantially lower cost. What is needed is a recognition of real application potential by users and producers and a core efficient software system such as the "Pyramid Interpreter System" in which a compiler is used to generate a "macro" code rather than a machine code. Summarizing the results, not only can a Mini-Computer System perform comparably with present-day business computers, but it can do it at only 10% to 25% of the cost. A tabular comparison is shown which accounts for the core enhancing and speed reducing affects of the Pyramid Interpreter System. (Author/NH)

ED 058 923 LI 003 457

Simmonds, W. H. And Others

Computer Simulation as an Aid for Management of an Information System.

British Scientific Instrument Research Association, Kent (England).

Report No.—OSTI-R-5082; Sira-R-454

Pub Date Apr 70

Note—31p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, *Information Services, *Information Systems, *Management, Management Games, Models, *Simulation

The aim of this study was to develop methods, based upon computer simulation, of designing information systems and illustrate the use of these methods by application to an information service. The method developed is based upon Monte Carlo and discrete event simulation techniques and is described in an earlier report - Sira report R412 Organizing and Planning Complete Production and Service Oriented Systems. This report describes the programme of analysis and experimentation carried out using the model and the results obtained. The report is in seven sections. Sections 3 and 4 summarize the structure of the information service studied, the Sira Industrial Communications Group, and the method of modelling. Section 5 describes the data collected in order to quantify the model and discusses difficulties encountered. The programme of analysis and experimentation is detailed in Section 6 and the final section interprets and presents the results obtained. (Author/NH)

ED 058 924 LI 003 459

Thompson, Eugene W. And Others

A Guide for Student Librarian Aides at Valsetz High School, Revised.

Oregon State Board of Education, Salem.

Pub Date Sep 70

Note—70p.; (5 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Library Services, *Library Technicians, Manuals, *School Libraries, *Secondary Schools, *Students

Identifiers—*Oregon

The best method of extending the efficiency of the librarian, now practical in most budget conscious school districts, is the use of student assistants to the librarian. In keeping with the policy of the Department of Education and the Oregon State Library to improve the quality of secondary school libraries and the services they perform, this manual for student librarians has been prepared. Students who are selected as library assistants will aid the librarian in fulfilling the many responsibilities of the library. These students will work in the library one period each school day and will receive credit as they would for any class. General qualifications for a student library assistant are: (1) the student should be a junior or senior, (2) the student should have an interest in some academic field and (3) the student should have some typing ability. Student aides will perform duties in two main categories: clerical duties and mechanical duties. Detailed descriptions of these duties are given. (Author/NH)

ED 058 925 LI 003 460

Acquisition and Use of Software Products for Automatic Data Processing Systems in the Federal Government.

Comptroller General of the U.S., Washington, D.C.

Report No.—B-115369

Pub Date 30 Jun 71

Note—114p.; (8 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, *Electronic Data Processing, *Federal Government, *Information Systems, *Use Studies

Identifiers—*Computer Software

A description and analysis of numerous management problems pertaining to the substantial annual expenditures of the Government for computer software products together with recommendations to executive branch agencies for strengthening management practices are presented in this report. Appendix I provides an overview of the growth in use of (ADP) Automatic Data Processing systems and the evolution of computer software as a separate marketable product. Appendix II discusses the Federal management policies for the acquisition and use of computer software and the lack of development of these policies by the responsible central management agencies. Appendix III points out a need for the establishment of a single-purchaser concept for the acquisition and management of software used on a Government-wide basis. Appendix IV presents examples of proprietary software packages that have been independently procured by Government agencies. Appendix V suggests some measures to be considered in the acquisition and management of computer software. Appendix VI points out the need to establish a planning mechanism for the future management of software used in Federal data processing activities. Appendix VII discusses the need for management control over software. Appendix VIII presents a resume of prior Government-wide ADP management reports issued by the General Accounting Office (GAO). (Author/NH)

PS

ED 058 926 24 PS 004 214

Kuzma, Kay

The Effects of Three Preschool Intervention Programs on the Development of Autonomy in Mexican-American and Negro Children.

California Univ., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0701

Pub Date Mar 70

Contract—OEC-5-85-045

Note—197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Science Research, Behavior Change, Comparative Analysis, *Compensatory Education Programs, Disadvantaged Youth, Evaluation Techniques, Intellectual Development, *Intervention, Language Development, Mexican Americans, Negroes, *Preschool Education, *Self Control, Teacher Characteristics

Identifiers—*Head Start Programs

The major objectives of this study were: (1) to determine if there were measurable differences in autonomy between Mexican-American and Negro children, (2) to determine the effects of three different preschool intervention programs upon the development of autonomy in Mexican-American and Negro children, and (3) to determine the relationship between intelligence and the different aspects of autonomy. This study evaluated 42 Mexican-American and 35 Negro children enrolled in the San Bernardino summer Head Start Program. The data on these children were obtained by utilizing the PPVT and the Cincinnati Autonomy Test Battery (CATB). Results of this study indicate the following: (1) In general, Mexican-American and Negro children appear to be very similar in the various aspects of autonomy; (2) Autonomous behavior tends to increase when children are in a preschool program, irrespective of different types of supplementary curricula; (3) Mexican-American children tend to increase more in autonomous behavior during the preschool program than do Negro children; (4) Intelligence can be increased significantly in seven weeks when children are in a preschool program that emphasizes either language or autonomy; (5) Intelligence correlated positively

only to those aspects of autonomy considered cognitively orientated; and (6) Differences in teacher expectations and teaching performance should not be ignored when studying the effects of different intervention programs. (Author/DB)

ED 058 927 PS 004 248

Butler, Annie L.

Current Research in Early Childhood Education: A Compilation and Analysis for Program Planners.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C. Pub Date 70
Note—203p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Academic Achievement, Communication Skills, *Compensatory Education Programs, Creativity, Disadvantaged Youth, *Early Childhood Education, *Intellectual Development, Interpersonal Competence, Intervention, Language Development, Learning Motivation, Literature Reviews, Pacing, Parent Participation, Preschool Programs, *Research Projects, Self Esteem, Stimulation, Teacher Role
Identifiers—Head Start Programs, Project Follow Through

This publication is particularly concerned with research and writing performed on the outcomes of early childhood education programs during the last five years. The chapters in this research review discuss the following: 1. The Current Scene—Conflicting Philosophy in Early Childhood Education; Difficulties in Analyzing the Research on Values in Early Childhood Education; 2. Intellectual Growth Research—Role of Experience in Determining Intellectual Abilities; Effect of School Experiences in Early Childhood on the I.Q.; Selected Intervention Programs; 3. Later School Achievement Research—Research Findings; Project Follow Through; 4. Other Research Findings—Early Stimulation; Potency of Models; Parent Involvement in Educational Programs; Role of the Teacher; Achievement Motivation; Development of Self-Esteem; Interpersonal Skills; Importance of Learning to Learn; Creativity; Language and Communication Abilities; Pacing; 5. Concluding Statement; 6. Bibliography; and 7. About the Author. (DB)

ED 058 928 PS 004 573
Evaluation of Los Angeles County Head Start Program, 1969-1970.

Los Angeles County Economic and Youth Opportunities Agency, Calif.

Pub Date Sep 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Compensatory Education Programs, Early Childhood Education, Interpersonal Competence, *Measurement Instruments, *Preschool Evaluation, *Program Effectiveness, *Program Evaluation, Skill Development

Identifiers—Bettye Caldwell Preschool Inventory, *Head Start Program

In October 1969 and again six months later, in April 1970, the Bettye Caldwell Preschool Inventory was administered to Head Start children in Los Angeles County. In all, 704 pre- and post-tests were obtained. The purpose of the testing was to assess one of the goals of the Head Start Program: to enrich the experience of preschool children and to develop those cognitive and social skills which are regarded as essential to success in school. The results showed that, as measured by the Bettye Caldwell Test, Head Start for Los Angeles County was an effective program for developing those skills which are regarded as essential to success in school. The gains are clearly evident in the comparison of pre- and post-test means, in the shifting of the means to higher percentiles on the lower and middle class norms, and on the steady increase in the means with increasing attendance in the program. (Author)

ED 058 929 PS 005 110

Kagey, J. Robert

The Home-School-Community Systems (H-S-C) for Child Development. End-of-Budget Period Report, July 1970-May 1971.

Atlanta Public Schools, Ga.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Behavioral Sciences, Child Development, *Curriculum Development, *Early Childhood Education, In-service Teacher Education, Interpersonal Competence, *Kindergarten Children, Parent Participation, *Primary Grades, Student Teacher Relationship, Summer Workshops

Identifiers—Home School Community Systems

The primary aim of this applied research project is to develop a curriculum package which can be replicated to prevent behavioral disorders that are learned, for all children in kindergarten through third grade. More specific objectives are to: substitute effective for ineffective behavior; increase the child's ability to function happily and well through an improved self-concept; improve interpersonal relationships between children, parents, and teachers by increasing communication skills; develop in children, teachers and parents skill in activating the problem-solving process; learn the relationship between feelings and behavior; involve children in decisions about their own behavior and learning; teach children to give accurate feedback as to their feelings and learning process, so that they can be helped more effectively; and help teachers and parents function more effectively as facilitators of learning. The major thrust of the project during the first year was the initial outline and development of the behavioral science curriculum for children in kindergarten through the third grades. Other activities included the selection of the experimental school and controls; orientation meetings; and development of a summer workshop for project teachers and principals. A detailed plan for evaluating changes in the adjustment of the children involved was completed. (Author/DB)

ED 058 930 PS 005 137

Strickland, Bonnie R. Nowicki, Stephen, Jr.

Behavioral Correlates of the Nowicki-Strickland Locus of Control Scale for Children.

Pub Date 71

Note—7p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Child Development, *Individual Characteristics, Interpersonal Competence, Measurement Instruments, Reinforcement, *Research Projects, *Self Concept, Self Control, Social Relations

Identifiers—*Nowicki Strickland Locus of Control Scale

The relationships between locus of control and other personality variables were studied, using the Nowicki-Strickland Scale. The broad hypotheses were that internal locus of control would be related to a number of other competence-type behaviors and adaptive social functioning. Results of various studies are presented, and it is concluded that the Nowicki-Strickland Locus of Control Scale appears to offer an objective, relatively precise, quick method for assessing a generalized belief in locus of control and that the locus of control dimension is a significant correlate of a number of competence related behaviors in children. (DB)

ED 058 931 PS 005 138

Stephens, Mark W.

Cognitive and Cultural Determinants of Early IE Development.

Pub Date 71

Note—9p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Compensatory Education Programs, Cultural Differences, *Culturally Disadvantaged, *Disadvantaged Youth, Intellectual Development, *Preschool Children, Reinforcement, Research Projects, Self Concept, *Self Control, Sex Differences

Identifiers—*Locus of Control

Results of several studies of cognitive and cultural correlates and determinants of early IE development are discussed, and some implica-

tions of the findings are pointed out. In studies of correlations between IE and intelligence test scores, results show that the scores increase regularly with age, from age 4 through 8, and there are fairly consistent, if low, correlations with intelligence, with internal children showing higher intelligence test scores than External children. With pre-school age subjects, using the SDRCI measures, Internals learned a mirror-tracing task more rapidly than Externals. No straightforward relationship of IE to persistence on an intellectual task was found—it tended to be positively related for girls but negatively related for boys. In studies of the socioeconomic and cultural determinants of early IE development, the first are studied was whether disadvantaged children show more External expectancies than middle class children as early as preschool age. Findings show that the IE problem of disadvantaged children is clear as early as beginning-Head Start age. Strong effects of economic status on IE was evidenced. In addition, strong cultural differences among economically disadvantaged groups were found. Some subtler and more complicated cultural effects were reversing sex differences and, in one case, a dependency of IE responses on interviewer ethnicity. (DB)

ED 058 932 PS 005 139

Stephens, Beth And Others

Mental Ages for Achievement of Piagetian Reasoning Assessments.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Div. of Research and Demonstrations.

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Comparative Analysis, Conservation (Concept), Data Analysis, Logical Thinking, *Longitudinal Studies, *Measurement Techniques, Norms, *Retarded Children, *Thought Processes

Identifiers—*Piaget (Jean)

Mental ages for normals' and for retardates' achievement on 21 Piagetian measures of reasoning are presented in this exploratory longitudinal study. Before standardization data can be provided, a study which involves a more extended sample is necessary. It is, however, suggested that: (1) Normals' (IQ 90-110) transition from concrete to formal thought is not accomplished as early or in as complete a manner as has been indicated by previous studies; (2) While retardates (IQ 50-75) do achieve success on measures of concrete thought, they do not perform successfully on tasks involving formal or abstract thought processes; (3) Normals and retardates of equivalent mental ages do not necessarily possess equivalent flexibility in thought processes. Generally, a criterion performance on reasoning tasks was achieved by retardates at a later mental age than that noted for normals; and (4) The sequence of task accomplishments established in this study is essentially the same as that reported in Swiss studies by the Geneva group. Table 1 presents mental ages for achievement of Piagetian reasoning assessments. (Author/DB)

ED 058 933 PS 005 144

Nowicki, Stephen, Jr. Strickland, Bonnie R.

A Locus of Control Scale for Children.

Pub Date Sep 71

Note—18p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Behavior Patterns, Elementary School Students, *Measurement Instruments, Reactive Behavior, *Reinforcement, Secondary School Students, *Self Concept Tests, Sex Differences, Test Reliability, *Test Results, Test Validity

Identifiers—*Nowicki Strickland Locus of Control Scale

A study to produce a reliable, methodological precise measure of generalized locus of control of reinforcement, which can be group administered to a wide range of children, is reported. The measure produced, the Nowicki-Strickland Locus of Control Scale, is a paper and pencil instrument of 40 questions which are marked either yes or no. The scale was administered to 1017 mostly Caucasian elementary and high school students, grades 3 through 12, with all socioeconomic levels except the very highest represented. All mean intelligence scores were in the average

range. Results of the test administration include: (1) the student's responses became more internal with age, and substantial individual differences occurred at the third-grade level; (2) all item-total relationships were moderate but consistent for all ages; (3) locus of control scores were not significantly related to social desirability; (4) it was tentatively concluded that internality is related significantly to higher occupational level, especially for males; and (5) there was a clear relationship between locus of control and achievement scores; all correlations were negative, with most of the significant correlations present in the male group. Two revised scales of 20 items and 21 items for primary and secondary groups, respectively, were constructed; the scale was also adopted for use with college and adult subjects. Eight tables present the study data, and samples of the 20 and 21 item scales are given. (DB)

ED 058 934 PS 005 145

Hamsher, J. Herbert

Children's Understanding of Emotions and Interpersonal Causality.

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Child Development, *Emotional Development, Individual Differences, *Interpersonal Competence, *Measurement Instruments, *Vocabulary Development

Identifiers—Peabody Picture Vocabulary Test

The specific purpose of the research discussed was to develop an instrument which would permit assessment of individual and developmental differences in the acquisition of abilities to understand and utilize emotional and psychological facets of interpersonal behavior. Emotional insight was assessed in 81 male and female children between the ages of 6 and 13 years, using 12 stories that were presented in cartoon form, each on a 16 x 20 card. No conversation was depicted in the cartoon sequences; the number of frames varied from 9 to 11. Included in the frames were nonverbal cues indicative of an appropriate emotion and behavior which was based on the emotion. The stories varied in the degree of sophistication required to interpret them. After each child viewed a cartoon sequence, he was asked to tell the story twice, as the child saw it and as the other people in the story would tell it. After viewing all 12 sequences, each subject was given a Peabody Picture Vocabulary Test. Results show that the technique permits assessment of individual developmental rates and sequences, as well as antecedents and consequents of emotional interpersonal insight. (DB)

ED 058 935 PS 005 170

Mischel, Walter

The Construction of Personality: Some Facts and Fantasies about Cognition and Social Behavior.

Pub Date 3 Sep 71

Note—29p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Theories, *Cognitive Processes, *Personality Theories, *Psychology, *Social Behavior

Fundamental assumptions regarding the nature of personality are discussed in relation to the various approaches or theories of personality assessment. These approaches are the Dispositional and the Specificity Theory. The Dispositional Approach is discussed as to assumptions and the empirical status of the assumptions. Some implications of specificity theory are presented in regard to common misconceptions, specificity and consistency in behavior, moderator variables and subject-condition interactions, from disposition to behavior: the social behaviorist's trip, and from behavior to disposition: the subject's trip. A number of references is provided. (DB)

ED 058 936 PS 005 181

Friedlander, Bernard Z.

Preschool Children's Self-Measurement of Listening Discrimination of Four Loudness Levels of Natural Sounds with an Automated Videotape Free-Play Game.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date Nov 69

Note—15p.; Paper submitted to American Speech and Hearing Association, November 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Discrimination, *Aural Stimuli, Comparative Analysis, Language Development, Language Handicapped, *Listening Skills, *Measurement Techniques, Play, *Preschool Children, Response Mode, Stimulus Behavior, Television, Video Tape Recordings

The effectiveness of an automated free-play television game as a means for measuring normal and language impaired children's preferential selection of closely regulated sound values was studied. The subjects were 24 preschool children (18 with normal language function and 6 with language disabilities) from four through six years of age. The instrument system allowed four different pairs of loudness combinations to be presented so that the subjects' response records would indicate which loudness level in each pair they preferred to listen to. All children were tested in four separate sessions on four successive days. Results of the data analysis show: (1) the children showed significantly different preferences for the Optimal sound level in each of the four conditions, which indicated a relatively high degree of precision as the loudness levels differed by only about 10dB; (2) the language-impaired children were not significantly different from the normals in their preference for the optimal loudness; (3) the language impaired children were significantly less attentive to the sight and sound stimuli than were the normals, and made significantly higher response durations at the higher loudness levels; and (4) the normal children sought the stimulus feedbacks in larger, more inclusive informational units than did the language impaired children. (DB)

ED 058 937 PS 005 190

Parent/Teacher Relations in Primary Schools.

Department of Education and Science, London (England).

Pub Date 68

Note—69p.; Education Survey No. 5

Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC1, England (no price given)

Document Not Available from EDRS.

Descriptors—Educational Administration, *Elementary Schools, Home Visits, Immigrants, Medical Services, *Nursery Schools, Parent Associations, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Welfare Services

Identifiers—England

This booklet contains examples of good practice in parent/teacher relations that were collected from schools in all parts of England, many of which are in the words of the head teachers. Topics discussed include: building the parent-teacher relationship in nursery school; infant school entry and transfer; methods of maintaining contact; parent involvement; parental practical help in construction, fund raising, and assisting teachers with school clubs and field trips; special problems; parent-teacher associations; local education authorities; medical and welfare services; and voluntary groups. The appendix presents four accounts, written by either heads of the schools or people who know the schools well, of a village school, a junior school, a city school, and a school with a high proportion of Indian immigrants. (DB)

ED 058 938 PS 005 194

Gochman, David S. And Others

Consistency in Children's Perceptions of Vulnerability to Health Problems.

Pub Date 69

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Child Development, *Dental Health, Health Conditions, Hygiene, *Patterned Responses, *Perceptual Development, *Physical Health, Sex Differences, Socioeconomic Influences

This study continued to replicate and extend research dealing with children's perceptions of vulnerability to health problems. Responses of 774 children, 8 to 17 years old, to 15 questions about the likelihood of encountering various health problems confirmed previous results indicating that perceived vulnerability is consistent across health problems. Perceptions of vulnerability were predictably less consistent in younger

children than in older ones. Moreover, a consistent pattern of expectancies was found that was not affected by age, sex, or socioeconomic factors measured in terms of area of residence. These results have relevance for public health professionals concerned with the content and timing of educational programs. Evidence continues to suggest that health educators interested in heightening children's perceptions of vulnerability, as a first step in shaping or inducing adaptive health behaviors, might find it appropriate to deal with a child's entire set of such perceptions rather than with the expectancies of one particular problem. There is some evidence that suggests that dental health education programs be included in a comprehensive health education program. (Author/DB)

ED 058 939 PS 005 200

Cost of Raising a Child. Derived from 1960-61 Survey of Consumer Expenditures Detail Tables.

Agricultural Research Service (DOA), Hyattsville, Md. Consumer and Food Economics Research Div.

Report No.—CFE-Adm-318

Pub Date Sep 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Rearing, *Economic Factors, Educational Finance, Geographic Regions, *Rural Population, Statistical Surveys, *Tables (Data), *Urban Population

This publication is comprised of six statistical tables. The costs for each geographical segment are broken down as to rural farm, rural nonfarm, and urban populations. The six tables are: 1. Costs for average child, 1960-61; 2. Costs for average child, 1970; 3. Costs for a child, by number of children, 1960-61; 4. Costs for a child, by number of children, 1970; 5. Index numbers of price change from base period to specified year; and 6. Cost-income relationship, 1960-61. (DB)

ED 058 940 PS 005 201

Wisdom, Sara S. Friedlander, Bernard Z.

Pre-verbal Infants' Selective Operant Responses for Different Levels of Auditory Complexity and Language Redundancy. Summary.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Maternal and Child Health Services.

Pub Date 71

Note—6p.; Summary of submitted paper, Eastern Psychological Association, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiological Methods, *Aural Stimuli, *Cognitive Development, Discrimination Learning, *Infants, *Language Development, *Listening Skills, Response Mode

Sixteen 9-18 month normal/superior infants "played" in their home cribs with a two-channel operant "toy" which allowed free choice between alternate audio feedbacks. With more than 300,000 seconds of listening time in the response record, 12 babies successfully discriminated gross differences in auditory complexity, while 10 discriminated fine differences in linguistic redundancy. (Author)

ED 058 941 PS 005 211

Thoman, Evelyn B. And Others

Neonate-Mother Interaction during Breast-Feeding.

Stanford Univ., Calif. Dept. of Psychiatry.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Infants, Longitudinal Studies, *Mother Attitudes, Parent Attitudes, *Parent Child Relationship, *Stimulation

Using a modified time-sampling procedure, 20 primiparous and 20 multiparous mothers were observed while breast-feeding their 48-hour old infants. In comparison with multiparous mothers, primiparous mothers (1) spend more time in non-feeding activities, (2) spend more time feeding male infants, (3) change activity more frequently, (4) provide more stimulation for their infants, (5) talk to their infants more, far more with female infants, and (6) smile more at female infants. Infants of primiparous mothers spend less time attached to the nipple, and when attached, they spend less time sucking. Longitudinal observa-

tions revealed that, for the primiparas, the number of weeks the infants were breast-fed was related to the amount of time the mothers talked to the infants at the two-day feeding observation. (Author)

ED 058 942 PS 005 233
Cohen, Stewart

Communication Patterns in Children and Adolescents.

Pub Date 71

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Behavior Patterns, *Child Development, *Communication (Thought Transfer), *Communication Skills, *Interpersonal Competence, *Language Development, *Language Research, *Linguistics Identifiers—Piaget (Jean)

Communicative relations among children and adolescents are considered from the concept of reciprocity (or perspective of others) and its development. Research reveals that from the ages of two through four, and often through five also, the child's speech is primarily lacking in communicative message. It is found that the major difference in accounting for patterns of communication across ages is that the young child is egocentric. The adolescent is said to differ from the child in that reciprocity is denied through personal limitations. For the adult, like his adolescent counterpart, communication is seen as serving to enhance exclusive memberships and thus again reciprocity is denied through personal limitations. Research findings suggest that the three constituents of communication that are critical to the free exchange of ideas and the development of functional linguistic ties are reciprocity, openness, and genuineness. (DB)

ED 058 943 PS 005 235

Ballentine, Larry Levine, Daniel U.

Research Note: Home Environment and Reading Performance among Afro, Anglo, and Mexican Kindergarten Students in an Inner City School. Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date Aug 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, Compensatory Education Programs, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Environmental Influences, Ethnic Groups, *Family Environment, *Kindergarten Children, Measurement Techniques, Mexican Americans, Negroes, *Preschool Programs, *Reading Achievement, Research Projects, Urban Schools

Identifiers—Head Start Follow Through Program

This exploratory study examined the relationship between reading performance scores and three measures of home environment among kindergarten students of differing racial and ethnic background. It also determined whether there was evidence that participation in a Follow Through Program had been effective in overcoming educational disadvantages associated with nonsupportive home environments. Subjects in the study were kindergarten students who had finished their first year in a Follow Through Program; 11 were Mexican-American, 10 were Anglo-American, and 9 were Afro-American. Four of the Mexican American, seven of the Afro-American, and four of the Anglo-American students had been in a pre-kindergarten Head Start Program the year before. Home environment measures used were: (1) a modified 40-item version of the Dave and Wolf interview schedule for assessing home influences on achievement and intelligence; (2) interviewer's rating of the orderliness of the living room in each subject's home; and (3) the frequency with which the subject's mother attended church. Results show the strongest correlations between home-environment measures and reading level were among the Anglo-American and Afro-American students. Most important of the findings was that measures of home environment correlated with reading level among the sample of economically disadvantaged students finishing kindergarten. (DB)

ED 058 944 PS 005 329

Katz, Lilian G.

Open-Information Education: Recommendations for Research and Development. Final Report.

Illinois Univ., Urbana. Coll. of Education.

Pub Date 1 Dec 71

Note—39p.; Submitted to the National Institute of Education Planning Unit

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Early Childhood Education, *Educational Objectives, Evaluation Techniques, Instructional Materials, *Open Education, *Research Projects, School Community Relationship, *Student Teacher Relationship, Teacher Behavior, Teacher Education, *Teaching Techniques

This report outlines a set of research and development efforts by means of which the National Institute of Education might proceed to support and encourage a type of schooling called Open Education. Part I of the report, Research and Development for the Support of Open-Information Education, is comprised of five sections: I. Introduction; II. The Problem of Terminology; III. The Problem of Definition; IV. Tentative Definition of Open Education; and V. Rationale for Open Education. Part II, Central Issues for the Implementation of Open Education, contains two sections: I. Introduction; and II. Research and Development Topics. These Research and Development Topics are: 1. Attributes and Behavior of Teachers Related to Effective Open Informal Teaching; 2. Authority, Control and Permissiveness in Teachers; 3. Determinants of Teacher Behavior; 4. Teacher Selection and Training; and 5. Approaches to Teacher Training. Problems related to open informal education are seen to be those involving administration, leadership style, school-community relations, curriculum materials, and evaluation. An appendix compares teacher-directed learning and teacher-facilitated learning. (DB)

ED 058 945

PS 005 341

Stern, Carolyn And Others

Therapeutic Interventions with Emotionally-Disturbed Preschool Children.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Mar 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, *Child Psychology, Community Involvement, Comparative Analysis, Control Groups, *Emotionally Disturbed Children, Experimental Groups, Hypothesis Testing, Intervention, *Preschool Children, Problem Solving, Psychotherapy, Research, Socioeconomic Status, Therapeutic Environment, *Therapy

This investigation consisted of two studies. In Experiment I, three methods of dealing with the identified emotionally disturbed child were compared, simultaneously testing the hypothesis that community personnel can be taught to work effectively with these children. Under the three treatments, the identified child was either: (1) removed from his classroom and bussed to a special site, (2) retained in the regular classroom but taken into a special room each day to spend 20-30 minutes with a trained therapist, and (3) retained in the classroom, but with the constant support of a paraprofessional aide. In Treatment 1, these referrals had been made without consulting the research staff. For Treatment 2 and Treatment 3, stratified random assignment was made to either treatment from a large number of children identified and observed by the psychologist and the therapists. There were a total of 68 children in the combined treatment and control groups. Experiment II compared the preschool population of two clinic schools using a similar psychodynamic approach. One aspect of the investigation was designed to determine whether there were any basic differences in the type of emotional problems which characterized children from different socioeconomic backgrounds. In Experiment I, the success attained showed that community personnel can help slightly disturbed children. Although the second Experiment was never fully implemented, there seems to be sufficient basic to conclude that the problem behaviors of young children are very similar, regardless of backgrounds. (Author/CK)

ED 058 946

PS 005 342

Shantz, Carolyn Uhlinger Wilson, Karl E.

Training Communication Skills in Young Children.

Michigan State Univ., East Lansing. Head Start Evaluation and Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date [71]

Note—11p.; Summary of this research was presented at the meeting of the Society for Research in Child Development (Minneapolis, Minn., April 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Child Language, *Communication Skills, Discrimination Learning, *Elementary School Students, Grade 2, Interpersonal Competence, Measurement Instruments, Primary Grades, *Training Techniques, Transfer of Training

The effectiveness of short-term training on two communication tasks was assessed with seven and one-half olds. Twelve subjects were trained in trios for six sessions on tasks requiring complete description of a design for a listener to reproduce, and tasks requiring communication of critical information for a listener to discriminate the same design from a set. Roles of speaker, listener, and observer were alternated, followed by peer discussion. Compared to 12 control subjects, trained subjects at posttesting had significantly greater useful information and overall evaluation of messages, and showed a moderate transfer of skills. (Author)

ED 058 947

PS 005 343

Phillips, Michael H. And Others

Factors Associated with Placement Decisions in Child Welfare.

Child Welfare League of America, Inc., New York, N.Y.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 71

Note—118p.

Available from—Child Welfare League of America, Inc., 44 E. 23rd St., New York, N.Y. 10010 (\$1.50, Publication R-47)

Document Not Available from EDRS.

Descriptors—Caseworkers, *Children, *Child Welfare, Data Collection, Early Childhood, *Family Life, Measurement Instruments, Parent Child Relationship, Program Evaluation, *Research Projects, *Social Services, Tables (Data)

Identifiers—*New York State

This report presents findings from the first phase of a study by the Research Center of the Child Welfare League of children receiving service in their homes, the nature of the service and its outcome. This initial phase related to factors associated with the choice of own home service or placement for children on whose behalf service was sought from one voluntary and three public child-welfare agencies. Data were obtained through a detailed Intake and Decision Schedule completed by caseworkers on 290 families. A substudy was undertaken to determine whether experienced practitioners would agree with each other and with the worker on the case with respect to placement/own home service decisions. Results obtained are presented. An appendix provides the Intake and Decision Schedule. (Author/DB)

ED 058 948

PS 005 344

O'Keefe, Ann

The Home Start Program: Guidelines.

Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.25

Descriptors—*Child Development, Community Services, *Early Childhood Education, Family Characteristics, *Home Instruction, Parent Education, *Parent Participation, *Program Guides, Staff Orientation

Identifiers—*Home Start Program

The Home Start Program objectives are: (1) to involve parents directly in the educational development of their children; (2) to help strengthen in parents their capacity for facilitating the general development of their own children; (3) to demonstrate methods of delivering comprehensive Head Start-type services to children and parents for whom a center-based program is not feasible; and (4) to determine the relative costs and benefits of center- and home-based comprehensive early childhood development programs, especially in areas where both types of programs are feasible. This guide presents: Home Start Program Components and Requirements; The Delivery of Home Start Services; Selection of Home Start Program Loca-

tions; Recruitment of Families for Home Start; Training of Home Start Staff; Administration of Home Start Programs; and Evaluation. (DB)

ED 058 949 PS 005 345
Abravanel, Eugene

The Companion Roles of Touching and Viewing for Shape Discrimination by Young Children.
Pub Date 71

Note—10p.; Paper delivered at Eastern Psychological Association, New York, 1971

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Comparative Analysis, Discovery Learning, *Discrimination Learning, *Haptic Perception, Instructional Materials, Learning Activities, Pattern Recognition, *Preschool Children, Recognition, Research, Research Methodology, *Role Perception, *Visual Perception

This document reports on a study of how the eye and the hand become functionally coordinated during growth. A specific question researched is "How do children use their hands as perceptual tools for exploring objects in order to acquire information about them?" It was assumed that a pre-school child would have evolved a form of eye-hand cooperation, and given a shape recognition problem, would show how he has produced a division of labor between the work done by his hands and the work done by his eyes. A procedure was formulated that would allow comparison of what hand exploration is like under haptic perception, with what hand exploration is like when the S may perceive shape through the combined use of haptic plus visual exploration. Two sets of materials were used—a set of wooden shapes and a set of 10 free-form solid shapes. Sixty children between 4 and 5 years were studied in connection with both sets of materials. It was found that the children used their hands as pedestals more than as perceptual tools; the dominant approach was to use the hands to position the object for visual inspection. The quality of hand use was almost fully subordinated to the function of visual inspection. The children showed minimal haptic exploration of the objects. (Not available in hard copy due to marginal legibility of original document.) (CK)

ED 058 950 PS 005 347

Early Patterns of Parent and Child Behavior: Can We Identify High and Low Risk Combinations?

Note—22p.; Paper presented at the meeting of the Academy of Pediatrics, Chicago, Illinois, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Child Psychology, Discipline, *Early Childhood, *Factor Analysis, Health, Individual Characteristics, Interaction Process Analysis, Interviews, *Parent Child Relationship, Predictive Validity, Preschool Children, Problem Solving, Questionnaires, Socioeconomic Status

This study addresses itself to the development of a valid method for identifying a high-risk group of preschool children. The design used is longitudinal and attempts to relate early child and parent behavior patterns to various outcome measures as the child grows older. This paper reports the behavior patterns of a group of two-year-olds and how their parents are responding to them, and attempts to predict how these early patterns will relate to later measures. The sample was recruited from families receiving their pediatric care from two groups of pediatricians practicing private medicine. Sample requirements included: (1) The child must be free of chronic illness or disability, and between the ages of 21 and 27 months inclusive at the time of the home interview; (2) Approximately equal numbers of boys and girls were to be recruited; (3) The families were to have both parents present, be economically self-sufficient, and the mother not working full time; and (4) The sample should include as broad a spectrum of childrearing practices as possible. For each person (mother, father, child) the individual items and summary scores describing the behavior of the person in question were factored and various solutions rotated and examined until a solution was chosen as likely to be most useful for predictive purposes and open to verification by direct observation. Factors chosen for study included: (1) aggressive resistant, (2) toilet training and bedtime problems, (3) approach, and (4) withdrawal. (CK)

ED 058 951

Goodstein, Bernard J.

Day Care for Children in Chicago. Guidelines for Planning a Core Daycare Program in Low Income Areas.

Welfare Council of Metropolitan Chicago, Ill.

Pub Date Nov 69

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Welfare, *Day Care Programs, Disadvantaged Groups, Federal Aid, Guidelines, *Low Income Groups, *Program Costs, Research Projects, Social Services, *Standards, State Aid, Welfare Agencies
Identifiers—*Chicago

Based on a review of the experience of agencies operating day care services, this report proposes guidelines for action; develops a core program with options; reviews possible funding sources; and summarizes day care standards. The report is divided into the following sections: I. Guidelines for Action; II. Core Program and Costs; III. Options to the Core Program; IV. Financing Chicago Housing Authority Day Care Centers; and V. Standards Applicable to CHA Day Care Centers. Exhibits and a bibliography are provided. (DB)

ED 058 952

Siegel, Linda S.

The Development of the Concept of Seriation.

Pub Date [71]

Note—12p.

Available from—Linda S. Siegel, Dept. of Psychiatry, McMaster University, Hamilton, Ontario, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Behavioral Science Research, Child Development, *Cognitive Development, *Concept Formation, *Preschool Children, *Serial Ordering, *Stimulus Behavior

The development of the concept of seriation was studied for 415 children, ranging in age from 3 to 9 years. The subjects were required to learn to identify the larger or smaller object in a two stimulus series, the smallest or middle-sized object in a three stimulus series, and the largest or next to the smallest in a four stimulus series. The end positions of the series were significantly easier to identify than the inner positions. The four stimulus series was significantly more difficult to learn than a three stimulus series only in the cases in which the subject was required to identify an inner position, but not when he was required to recognize an end position. (Author)

ED 058 953

Garber, Malcolm

The Florida Parent Educator Program.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Child Development, *Cognitive Processes, Creative Expression, Early Childhood, *Educational Programs, Family Influence, Inquiry Training, Instructional Materials, *Learning Activities, Models, Mothers, Objectives, *Parent Child Relationship, Philosophy, *Preschool Children, Psychomotor Skills, Teaching Techniques

Identifiers—Florida, *Parent Educator Program, Piaget (Jean), Project Head Start

This paper describes the Florida Parent Educator Program as a component of Planned Variation Head Start. The program is currently being implemented in four communities embraces a philosophy of cognitive transactionalism, a philosophy molded by the work of Jean Piaget and others. This philosophy states that "the child is born with a set of sensory motor operations (or responses) to perform on his environment in order to know it himself." The major foundation upon which the program rests is the parent's presentation of materials which engage the child in learning activity. Tasks should have the following qualities: (1) The learner does a lot of talking; (2) The learner has fun doing the task; (3) The directions are clear enough that it can be taught by the mothering one; (4) Teacher and learner understand why they are performing the task; (5) The task encourages the teacher to use a lot of ways to teach; (6) Home materials are used; (7) The learner knows he has learned something; and (8) The learner is encouraged to think up new activities or things to do which grow out of the task. The broad objectives of the Parent Educator program are to develop educa-

PS 005 351

tional competence in the child, enhance the cognitive development of the child, and help to generate a home atmosphere which will allow the child to be resilient to the demands which schools make on him. The program is more focused on the process employed by mothering ones when teaching their children than on the specific product outcome associated with any given task. (CK)

ED 058 954

PS 005 368

Henderson, Ronald W.

Intellectual Skill Learning in the Home Environment. Interim Research Report.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Pub Date Nov 71

Note—28p.; Paper presented at the Annual Conference of the National Assoc. for the Education of Young Children (Minneapolis, Minn., Nov. 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Early Childhood, *Family Environment, *Intellectual Development, *Interpersonal Competence, *Parent Participation, Primary Grades

The purpose of this investigation was to develop and test an experimental strategy for the modification of socialization practices, which were hypothesized to affect the development of intellectual skills in young children. Experimental and control groups for this experiment were randomly selected from the population of first grade students in a public school. Pre- and post-testing for each group included three conditions: baseline, imitation, and generalization. The mothers attended five training sessions in small groups of five or fewer. It is concluded that there may be little point in training parents to exercise skills which social conditions preclude them from using. (DB)

ED 058 955

PS 005 369

Henderson, Ronald W.

Mindlessness in and about the Open Classroom.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

Pub Date Nov 71

Note—20p.; Presented at the 61st Annual Meeting of the National Council of Teachers of English, Las Vegas, Nevada, November, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Conditioned Response, Discrimination Learning, *Early Childhood Education, Educational Environment, Educational Programs, *Environmental Influences, *Models, Observation, *Open Education, Reinforcement, Self Directed Classrooms, Standards, Teacher Influence
Identifiers—*Tucson Early Education Model

This paper reports on alternative programs to current educational practice as a means of overcoming some institutional barriers to change. The program reported on the Tucson Early Education Model, a comprehensive educational program which encompasses all of the criteria attributes of the open classroom as specified in the introduction to this paper. Specifically, this paper specifies how certain psychological principles may be used to provide an effective learning environment for young children. In the natural environment children acquire many complex skills, largely through observational learning. The teacher who is aware of the ways in which modeling influences children, and of the conditions which facilitate the effects of modeling, is in a position to influence the growth of children in a very positive and natural way. Another way in which the environment can teach is by providing cues, i.e., objects or events in the environment which, as the child learns to discriminate them, signal appropriate behavior. A third characteristic of an effective learning environment is that it reinforces children for their purposeful and constructive behavior. An important assumption in the program is that responsibility for learning must in the final analysis rest with the student. (CK)

ED 058 956

PS 005 370

Kempf, Sharon Hartwell

Day Care for the Young Child: What Is the Social Worker's Role?

Catholic Univ. of America, Washington, D.C. National Catholic School of Social Work.

Pub Date Jun 70

Note—29p.; Presented at the National Social Welfare Conference, Chicago, June 3, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Children, Child Welfare, *Day Care Services, Discussion Groups, *Early Childhood, Economically Disadvantaged, Educational Programs, Experimental Programs, Financial Support, *Infants, Mothers, Policy Formation, Problem Solving, Program Evaluation, Research, *Role Perception, *Social Workers

Sporadically, across the country, experimental day care centers for the very young child (eight weeks to three years of age) are coming into existence. Some authorities in the child development and child welfare field advocate this move because they believe that infant day care is the head start deprived children need; and that the present head start programs begin too late. Other people in the field think that day care for the young child can only be destructive to babies, because they will be given only "institutional care." They do not believe that small group care of young children can provide the baby with individual, consistent, warm mothering care that he needs for normal development. The pros and cons of day care for the young child are based on: a review of recent child development research; the evaluation and discussion of experimental day care programs in the United States; and, the author's experience in planning an infant day care center. This is followed with a discussion of various roles for social workers in the policy formation, funding and licensing area, as well as their vital function in the actual operation of a day care center for young children. (Author/CK)

ED 058 957

PS 005 371

Fuller, Joan M.

Uprooted Children 1957-1967. Trends in Number of Chicago Area Children in Foster Placements and Institutions.

Welfare Council of Metropolitan Chicago, Ill.

Report No.—Pub-7005

Pub Date Jun 69

Note—58p.

Available from—Welfare Council of Metropolitan Chicago, 123 West Madison, Chicago, Illinois 60602 (\$3.00, Publication No. 7005)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Child Welfare, Data Collection, *Disadvantaged Youth, Family Environment, *Foster Children, *Institutionalized (Persons), Research Methodology, *Residential Care, Tables (Data)

Identifiers—Chicago

This report attempts to synthesize the available information about 16,000 children in the Chicago Area who are living in "uprooted" circumstances in the sense of having been removed from their own homes for one reason or other, and having been placed in substitute homes. Over 100 separate agency facilities and programs for children are encompassed in this report—both public and private. The objective of the study was to identify trends in the volume and type of residential care provided to Chicago Area children in recent years. The analysis covers the quantity of services, not the quality. The data collected concern children in agency adoptive homes, in other foster family homes, in welfare institutions, in institutions for the mentally retarded, in institutions for delinquents, and in psychiatric hospitals. A Technical Appendix presents data sources, methodology, and limitations. (DB)

ED 058 958

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PS 005 375

Katz, Lilian G.

A Planning Document: State-of-the-Art Reporting at ERIC/ECE.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Bureau No.—BR-0-0288

Pub Date Jun 70

Contract—OEC-0-70-2623(519)

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Definitions, *Early Childhood Education, Educational Development, Information Utilization, Knowledge Level, *Literature Reviews, *Program Planning, *Program Proposals, *Reports

Identifiers—*State of the Art Reviews

The objectives of state-of-the-art reporting activities and approaches that may be utilized in this type of reporting (problem oriented, literature oriented, and discipline oriented) are

discussed. The scope and definition are given, and utilizing the discipline approach, the parameters of the Art of Early Childhood Education are presented. These parameters are: characteristics of clients; characteristics of teachers and other assisting adults; program organization; philosophical orientation and historical factors; parent power; administrative factors and sponsorship; length of the program; and physical plant and climate. A matrix generated from the proposed parameters is then provided, with discussion of how it can be used to order information and raise questions. The Program for the State-of-the-Art Report at ERIC/ECE is presented as to (a) significant trends in the field; (b) proposed sequence of tasks for state-of-the-art reporting; (c) proposed assignment of tasks (d) audience considerations; and (e) summary and recommendations. Four appendices present the following: A. Problem Oriented State-of-the-Art Reports Already Available; B. Problem Oriented State-of-the-Art Reports Known to Be in Preparation; C. Proposal for State-of-the-Art Coordinator; and D. Proposal for the Review of Early Childhood Education. (DB)

ED 058 959

PS 005 376

Problems on Licensing Family Day Care Homes.

Southern Regional Education Board, Atlanta, Ga.

Report No.—Bull-4

Pub Date Nov 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, Child Development, Comparative Analysis, Day Care Programs, *Day Care Services, *Early Childhood, Federal Government, *Financial Support, Health, Legislation, Problem Solving, Projects, Safety, Social Work, *Southern States, Standards, State Government, Working Women

Identifiers—*Southeastern Day Care Project

This document reports on a three-year demonstration day care project. The Southern Regional Education Board has responsibility for coordinating the project, providing training and assistance, and evaluating the program over the three-year period. Specifically, this report is one of a series of bulletins around a variety of topics related to day care. The point is made that the need to expand day care services nationally has focused attention on some of the problems and inconsistencies associated with application of existing day care licensing regulations. Concurrent with another study, the Southeastern Day Care Project (SDCP) has reviewed current practices in family day care licensing in the eight states of the Project. The reasons for this review include: (1) Expanding day care services need to have their standards reviewed; (2) Children need to be protected from placement in situations that present possible danger to their health, safety, and development; and (3) Numerous problems have arisen in the SDCP states when securing of family day care licenses was attempted in connection with federally funded programs. The general difficulty encountered in obtaining licensing has been a deterrent to the development of family day care and a factor in preventing residents of housing projects in the region to proceed with service. Current day care standards were reviewed to resolve some of these problems. This review has revealed that rigid provisions in licensing may impede the provision of a needed service. It is proposed that day care homes receiving government funds be registered instead of licensed. (CK)

ED 058 960

PS 005 378

Sigel, Irving E.

An Early Intervention Program for Two Year Old Children.

Pub Date Sep 71

Note—24p.; Paper presented at the 79th Annual Convention of the American Psychological Association, Washington, D.C., September 3-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Development, Caucasians, Classification, Cognitive Processes, Data Analysis, Diagnostic Teaching, Early Childhood, Economically Disadvantaged, Educational Programs, Hypothesis Testing, *Intervention, Literature Reviews, Middle Class, Negroes, Nursery Schools, Parent Child Relationship, *Preschool Children, Research, Symbolic Language, *Symbolic Learning, *Thought Processes

This document presents some of the major challenges facing Developmental Psychologists. Research revealed that middle class children tended to respond in classification tasks to objects and pictures as equivalents, whereas low class black children tended not to do so. The reason for this was investigated. This investigation of the course of development of representational thinking is of import for theoretical and practical reasons: (1) to enhance understanding of a crucial cognitive phenomena, and (2) to provide diagnostic and remedial procedures to insure continued growth and mastery of symbolic activities. Examination of the literature and of parent child data suggested that the children from impoverished environments had less experience in utilizing those processes that are inherent in representational thought, i.e., anticipation, planning, articulation of events in linguistic terms, etc. The basic hypothesis emerged that exposing children to distancing behavior should enhance the development of representational skills. The decision was made to work with two-year-olds in a nursery-school-type setting to give them a chance to engage in representational thought. It became clear very early in the program that the children could and did engage in group-type behaviors and were increasingly involved in a small group setting. (CK)

ED 058 961

PS 005 379

Christian, Jane M.

Developing Bilingualism in a Two-Year Old Gujarati Learning Child.

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingualism, *Child Language, Comparative Analysis, Data Collection, *Early Childhood, *English (Second Language), Grammar, *Gujarati, Information Processing, *Learning Processes, Listening Comprehension, Phonology, Preschool Children, Second Language Learning, Systems Approach

This document is a report on English acquisition by a 2-year old Gujarati-speaking child. Overall language development is dealt with only partially. Two aspects of this development are concentrated on. These are (1) phonological accommodation of English and Gujarati in a changing and increasing system, and (2) concentration of English lexemes in specific semantic domains within a basically Gujarati-oriented grammar. It is clear that the child's comprehension of English is greater than either her grammatical competence or her ability to produce novel utterances. In Gujarati grammar, the child is beginning to acquire several inflectional patterns and is fully capable of appropriately constructing several types of Gujarati sentences. Gujarati and English are distantly related as Indo-European languages, and their phonological systems have many points of similarity. Though the child uses very few English verbs as yet, she responds appropriately to a considerable number in questions, imperatives, and requests. If she gives the Gujarati term for any object and is asked for the English, she will often supply it. There are some parallels between first and second language learning in this young child. Two strong complementary forces in her learning would seem to be the urge to collect more and more data, or perhaps the nearly complete receptivity to incoming information, along with the increasing need to simplify handling it by means of systematization. (CK)

ED 058 962

PS 005 381

Day Care: Everybody's Problem.

Office of Child Development (DHEW), Washington, D.C.

Pub Date 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Children, *Community Coordination, Coordination, *Day Care Programs, Day Care Services, Federal Aid, *Preschool Children, *Problem Solving, Statistical Data, *Volunteers, Working Women

This document reports on statistics regarding the need for day care facilities for children under the age of six. It also gives suggestions for making better use of local day care resources. Statistics show that: (1) There are more than 5 million children in this country under the age of 6 whose mothers work; (2) There are licensed day care facilities for only 600,000 of these children; and (3) Approximately 1 million school-age children must care for themselves while their parents

work. Steps which can help make quality care available for all of these children include: (1) coordination of local day care resources, (2) the building of a 4-C Program, i.e. a federally assisted Community Coordinated Child Care program, and (3) organizing and training volunteers in the community. (CK)

ED 058 963 PS 005 382

Four C: Community Coordinated Child Care:

Concept, Goals, Operation.

Office of Child Development (DHEW), Washington, D.C.

Pub Date 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Community Coordination, Coordination, *Day Care Programs, Day Care Services, Early Childhood, Federal Aid, Federal State Relationship, Improvement Programs, *Objectives, Parent Participation, Policy Formation, *Preschool Children, Working Parents, Working Women

This document reports on a day care program for children of working mothers, the 4-C program. This program is a federally sponsored effort conducted through community cooperation. Its goals include: (1) more and better child care, (2) mobilization of community resources and coordination of existing and new child care programs, (3) ensuring the parents of children in child care programs an effective voice in policy and program direction, and (4) simplification of administrative relationship between local programs and State and Federal governments. Other aspects of this program include: (1) new sources of funding, (2) local committees one-third of whose membership is parents, and (3) availability of resource people, technical assistance and information on State and joint Federal/State day care programs to communities. (CK)

ED 058 964 PS 005 396

Child Welfare League of America Standards for

Services for Unmarried Parents. Revised.

Report No—UM-13

Pub Date 71

Note—99p.

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, N. Y. 10003 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Child Welfare, *Community Services, Day Care Services, Family Life Education, Illegitimate Births, *Infants, *One Parent Family, *Social Services

Identifiers—Unmarried Parents

These standards apply to services for unmarried parents, provided through organized social agencies and supported by voluntary contributions and allocation of tax funds. The standards are considered to be the best practices in providing service for children born outside of marriage and for their parents. Discussions are provided of the following: 1. Services for Unmarried Parents as a Social Welfare Function; 2. Reaching the Unmarried Parent; 3. Social Work with Unmarried Parents; 4. Medical and Hospital Services; 5. Use of Other Services and Resources; 6. Lining Arrangements for the Unmarried Mother; 7. Organization and Administration of Social Agencies Providing Social Services for Unmarried Parents; and 8. Community Planning and Organization of Services for Unmarried Parents. Selected references and a subject index are provided. (DB)

ED 058 965 PS 005 397

Priorities for Office of Child Development Day

Care Research and Demonstration Grants: FY

72.

Office of Child Development (DHEW), Washington, D.C.

Pub Date 30 Dec 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Day Care Programs, *Demonstration Projects, *Early Childhood, Elementary School Students, Family Environment, Parent Participation, Preschool Programs, *Research Projects

This document provides information to those interested in submitting proposals to conduct day-care research or demonstration projects for the Office of Child Development (DHEW). In the first section of the document, the status of

research findings in day care is summarized. These findings concern: Auspices, Staff, Physical Facilities, Issues Relating to Children, Day Care Curriculum, Families in Day Care Services, Support Services in Day Care Programs, and Measurement and Evaluation. The second section of the document concerns FY 72 Day Care R&D Priorities and Approaches. Selected areas for research are: Program Quality (Conceptual Analyses, Empirical Studies, and Demonstration Projects); Staff Quality (Conceptual Analyses, Empirical Studies, and Demonstration Projects); Parent Involvement and Effectiveness (the day care program, the family, and the child); Immediate and Long Term Effects of Day Care on Infants, Pre-school Children, Primary and Adolescent Children (Empirical Studies); Impact of Day Care on the Family and Other Social Institutions (Conceptual Analyses and Empirical Studies); and Other Studies of Day Care Characteristics and Effects (Conceptual Analyses, Empirical Studies, and Instructions for Submitting Proposals). (DB)

ED 058 966 PS 005 401

Child Development/Day Care Resources Project.

Final Report.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 71

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, *Child Development, Cost Effectiveness, Cultural Enrichment, Data Collection, *Day Care Programs, Early Childhood, Ethnic Status, Financial Support, Guidelines, Health Services, Improvement Programs, *Instructional Materials, Interdisciplinary Approach, Models, *Objectives, Parent Participation, Program Administration, Projects, Resource Materials, Workshops

This document reports on the Child Development/Day Care Resources Project. Project objectives are: (1) To develop a set of handbooks that describe the features common to good child development and education programs for use in day care, and include effective curriculum models from current practice; (2) To develop a set of principles that can serve as a useful guideline to the operation of day care programs; (3) To develop an additional set of handbooks that deal with Day Care Administration, Parent Involvement, Health Services, and Training; and (4) To modify current resources in child development, early education, and day care in order to improve existing programs. The project operated under the joint efforts of two organizations. Under the leadership of the Project Director, an Advisory Committee helped to lay the groundwork for the attainment of project objectives through a series of preworkshop, summer workshop, and post-workshop activities. Results of the project include the preparation of a series of handbooks for various facets of day care operation, the collation of information about current program models, and the development of 65 resource materials. Operational recommendations include: (1) Budget adequately; (2) Develop a comprehensive master plan; (3) Manage the components carefully; (4) Have a multidisciplinary approach; and (5) Integrate the components into a whole. Action recommendations include: (1) Provide adequate funds for the development of high-quality school age day care programs; and (2) Provide the necessary funds for developing materials that deal with ethnic identity and cultural heritage. (CK)

ED 058 967 PS 005 419

Jacob, Stacie, Ed.

Manual on Organization, Financing and Administration of Day Care Centers in New York City. Second Edition.

Bank Street Coll. of Education, New York, N.Y.

Pub Date 71

Note—550p.

Available from—Bank Street College of Education, 610 West 112th Street, New York, New York 10023 (\$5.50, plus \$0.75 postage and handling)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Accounting, *Administrative Organization, Agencies, Career Change, Child Development, Classroom Games, Committees, Cost Effectiveness, *Day Care Services,

*Financial Support, Health Programs, Information Sources, Laws, Management, *Manuals, *Program Administration, Program Planning, Purchasing, Recruitment, Site Selection, Taxes

Identifiers—*New York City

This manual grew out of the need expressed by community groups and their advisers for a centralized source of information on how to start a day care center. It is divided into 16 parts: (1) The Agency for Child Development: The Structure of the New Agency, (2) Finding a Site for a Day Care Center, (3) Financing a Day Care Center through the City Interim Funding Program, (4) Financing a Day Care Center through the City Direct Lease Program, (5) Financing a Day Care Center with Money from New York State under the Youth Facilities Improvement Act, (6) How to Buy City-Owned Property for Development as a Day Care Center, (7) Planning a Health Program for Your Day Care Center, (8) Discussion Paper on Drop-In Day Care, (9) Incorporation of Day Care Centers, (10) Writing By-Laws for a Day Care Center Corporation, (11) Getting Tax-Exempt Status for Your Day Care Center, (12) Accounting and Management for Day Care Centers, (13) Some Notes on Recruiting and Hiring Staff for Your Day Care Center, (14) Report of the Training and New Careers Committee, (15) Ideas for Putting a Day Care Classroom Together and Things to Make and Do with Children, and (16) Purchasing Equipment for Your Day Care Center. (CK)

ED 058 968 24 PS 005 441

Vance, Billie J. Siegel, Alexander W.

The Relative Effectiveness of Observing Response vs. Predifferentiation Pretraining on Children's Discrimination Learning.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0253

Pub Date 71

Contract—OEC-4-10-158(010)

Note—4p.; reprint

Journal Cit—Psychonomic Science, v4 n24 p183-5 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, *Comparative Analysis, *Discrimination Learning, Educational Environment, Evaluation, *Grade 1, Learning Activities, Observation, Research, *Response Mode, Stimulus Devices, Training, Visual Stimuli

This study was designed to assess the relative effectiveness of four components of pretraining on a subsequent simultaneous discrimination and reversal: (1) making same-different judgments about the two stimuli; (2) making a specific observing response to the critical feature of the stimuli; (3) simple familiarization with the stimuli; and (4) developing a set to compare stimuli. Seventy-two first-grade children served as Ss. Two sets of stimuli were used: line drawings of cats and line drawings of children's faces. Although none of the pretraining conditions had a facilitating effect for Ss seeing the faces, there were significant facilitative effects for Ss seeing cats. Specifically, the three pretraining conditions involving same-different judgments facilitated both learning and reversal, whereas the effect of "observing response alone" pretraining had no such facilitative effect. (Author)

ED 058 969 24 PS 005 442

Caruso, John L. Resnick, Lauren B.

Task Sequence and Overtraining in Children's Learning and Transfer of Double Classification Skills.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0253

Pub Date 71

Contract—OEC-4-10-158(010)

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Children, Classification, Complexity Level, Evaluation, Hypothesis Testing, Kindergarten Children, *Learning Activities, Organization, Skill Development, *Task Performance, Time Factors (Learning), *Training, *Transfer of Training

Identifiers—*Piaget (Jean)

This paper reports on an experiment which attempted to: (1) empirically validate a hypothesized hierarchical sequence of three double classification tasks; (2) investigate transfer to an untrained Piagetian double classification task; and (3) assess the effects of overtraining a relatively easy task on the learning of a more difficult task, as compared with learning a related task of intermediate difficulty. Fifty-five kindergarten children, who were shown by pretesting to possess negligible double classification skills, were trained over a period of two months on matrix tasks involving color and shape dimensions. The subjects were divided into four groups and were either: (a) trained on three matrix tasks in the hypothesized optimal sequence (simplest to most complex); (b) trained on the same three tasks in the reverse sequence; (c) given overtraining on the simplest task followed immediately by training on the most complex task. The results strongly supported the existence of a hierarchical relationship among the three tasks. More subjects learned the most complex task, and they learned it in fewer trials, when taught in the optimal order. No subject learned a higher-level task without also having learned the lower-level one. High, though not complete, positive transfer to a different double classification task was also demonstrated for those subjects who learned the most complex task in the hierarchy. (Author)

ED 058 970 24 PS 005 443

Butler, Annie L.

Recent Research in Early Childhood Education.

Illinois Univ., Urbana. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-0288

Pub Date Aug 71

Contract—OEC-0-70-2623-(519)

Note—13p.

Available from—College of Education Curriculum Laboratory, University of Illinois, 1210 W. Springfield Avenue, Urbana, Ill. 61801 (Catalog No. 1300-8, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Cognitive Processes, Creative Thinking, Curriculum, *Early Childhood Education, *Educational Change, Educational Programs, Human Relations, Models, Objectives, Parent Child Relationship, *Parent Influence, *Philosophy, Program Evaluation, *Research, Stimulus Devices, Student Participation, Teacher Characteristics, Teacher Role, Teaching Techniques, Theories

This document reports on recent research in the United States in the field of early childhood education. The point is made that this research is characterized by conflicting ideologies and rapid change. This conflict revolves around such issues as the relative importance of direct instruction and incidental learning, the emphasis on cognitive learning as opposed to a more broadly based curriculum, and the emphasis on education for the future versus education more presently oriented. Researchers have been concerned with the effect of early childhood education on later school achievement. A decided factor in the results appears to be the degree of continuity or discontinuity between the early childhood and the later school program. A great deal of research supports the importance of the model which the parent sets for the child. In addition, the role assumed by the teacher makes a big difference. Teachers who are more resourceful stimulate more student cooperation, involvement, and activity. Early childhood education has also been widely accepted among its advocates as a contributor to better human relations. The growth of new early childhood education programs seems to be on the upsurge in the United States. Much of this growth is described as chaotic. However, it is concluded, education must contribute to the young child's self-fulfillment in the broadest sense, and early childhood education is a challenge to our best creative thinking. (CK)

RC

ED 058 971

RC 005 422

Ulibarri, Horacio

The Effects and Implications of Culturally Pluralistic Education on the Mexican-American.

Spons Agency—Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Pub Date 70

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Bilingualism, *Cultural Pluralism, Disadvantaged Groups, *Education, Language Development, *Literature Reviews, Measurement, Methods, *Mexican Americans, Negroes, Research Needs, Student Development, Systems Approach

Establishing that cultural diversity may be nothing more than ecological adjustment and then examining the literature and research related to culturally pluralistic education, the author deals with Mexican American children and children from other minority groups in terms of growth and development (physical, mental, academic, and sociocultural); language acquisition and learning (theoretical linguistics, the nature of language, language acquisition, language description, semantics, syntax, phonology, contrastive linguistics, psycholinguistics, language and cognition, sociolinguistics, multilingual societies, multilingual individuals); bilingual programs and methodology; and tests and measurements. The author recommends 3 areas for basic research: (1) L2-style studies, (2) sociopsychological studies, and (3) educational studies. In addition, it is suggested that a new start for the education of multicultural children utilize an organizational systems approach. One figure and a 74-item bibliography are included. (MJB)

ED 058 972

95

RC 005 892

Shill, James F.

Careers of Rural Male High School Seniors in Mississippi: A Study of Occupational Interests, Aspirations, and Expectations. Education Series 5, Report 26.

Mississippi State Univ., State College. Social Science Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 68

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, Bibliographic Citations, Community Influence, *Expectation, Family Influence, Grade 12, *Males, *Occupational Aspiration, *Occupational Choice, Peer Relationship, Research, *Rural Youth, School Role, Tables (Data)

Identifiers—Mississippi

The central purpose of this research was to provide vocational educators in general, and agricultural educators in particular, with insights into the occupational aspirations, expectations, and interests of rural male seniors. Specific objectives of the research were (1) to compare occupational aspirations, expectations, and interests of seniors who had 1 or more years of vocational agriculture (vo-ag) instruction to those who had no such instruction and (2) to study factors relating to occupational aspiration/expectation differentials among and between vo-ag and non-vo-ag seniors. Data were gathered from 517 seniors principally from classroom questionnaires administered during April and May of 1967 by vo-ag instructors or counselors. Two groups formed the basis for analysis. The first group was composed of 117 non-vo-ag seniors, and the second group was composed of 400 vo-ag seniors. Analysis was conducted by employing the chi-square statistical technique in 3 major phases. The first phase consisted of analyzing the occupational interests of seniors. In the second phase, the occupational aspirations and expectations of seniors were analyzed. In the final phase, factors related to occupational aspiration/expectation differentials among and between vo-ag and non-vo-ag seniors were analyzed. Some of the findings were that seniors in the vo-ag group indicated highest degrees of interest in being employed in the agricultural, construction, manufacturing, and transportation and utilities industries and that seniors in the non-vo-ag group indicated highest degrees of interest in being employed in the construction, government, and manufacturing industries. (LS)

ED 058 973

RC 005 894

Evaluation of Migrant Education in Texas: A Summary.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Texas Education Agency, Austin.

Pub Date 69

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Age Grade Placement, *Community Involvement, Cultural Environment, *Educational Needs, *Migrant Education, *Migrant Problems, *Program Evaluation, School Holding Power, Social Services

Identifiers—Texas

The Southwest Educational Development Laboratory conducted a study of migrant education in Texas under a contract with the Texas Education Agency from March 7, 1968 to August 31, 1968. Of the reported 65,000 migrant students who attended Texas schools, approximately half attended 45 specially funded project schools. These 45 project schools and 45 non-project schools were visited by staff from the Southwest Laboratory and professional consultant-observers who spent more than 2,000 hours of direct on-site visitation time and conducted interviews with some 1,300 respondents—including administrators, teachers, migrant parents, migrant students, and various support personnel. Although the study indicated that the project schools were more adequately meeting the educational and social needs of the migrant child than were non-project schools, the following needs and problems common to any migrant population were identified: mobility, retardation in age-grade placement and achievement, language barriers, poverty, dysfunctional information transfer system, community non-involvement, dysfunctional personality characteristics, high dropout rate, and dysfunctional school responses to migrants. Some of the important implications of the study included the need for parent and community involvement in school affairs, capable staffing, curriculum adjusted to the special needs of the migrant child, programs to help the secondary school attract and retain the migrant student, primary-grade language development, and community services such as health, medical, dental, and nutritional care. (JH)

ED 058 974

95

RC 005 898

Zickerman, Joan G. And Others

Interim Evaluation of an Exemplary Occupational Education Program in a Rural Community.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 71

Grant—OEG-0-70-4786(361)

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Opportunities, Community Characteristics, Educational Objectives, *Occupational Information, *Program Evaluation, *Rural Schools, Vocational Counseling, *Vocational Education, Work Attitudes

The Apex Exemplary Project served 2,203 students in 4 schools of the Wake County, North Carolina, school system. The project was designed to expand career exploration and availability of occupational information to the lower and middle grades, to increase opportunities for work experience and cooperative education, to provide for specialized skill training of students prior to leaving school, and to initiate a placement service integrated with the counseling function within the school system. An attitude scale administered to teachers, administrators, and students in grades 9 through 12 yielded high group means indicating positive attitudes toward vocational education. Preliminary analyses of an attitudes toward self and others scale, administered to students in grades 9 through 12, showed reliability coefficients to be .865 and .655 for items measuring attitude toward self and others, respectively. Baseline data (by grade level) with which to measure changes at a later date were obtained by a 3-item instrument asking students in grades 1 through 5 to list as many occupations as they could, the occupations of members of the immediate family, and as many good work habits as they could; students in grades 6 through 12 responded to the latter 2 items. Baseline and/or historical data are also presented for the number of high school course offerings in vocational areas and the percentages of students applying for postsecondary education, students requesting career guidance services, parental conferences with guidance personnel, students using the occupational information centers, dropouts, average daily attendance, and grade failures. (Author/JH)

ED 058 975 RC 005 899*Bell, Elizabeth And Others***The Man in the North Conference on Community Development (Inuvik, Northwest Territories, Canada, 18-21 November 1970).**

Arctic Inst. of North America, Montreal (Quebec); Mackenzie Inst., Inuvik (North West Territories).

Pub Date 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Alcoholism, *American Indians, Communications, *Community Development, *Conference Reports, Education, *Eskimos, Family Planning, Land Use, *Research Needs, Social Problems, Transportation, Workshops

Identifiers—Alaska, Canada

To determine the objectives and priorities of the northerners for community development in the North, as expressed by their hopes and aspirations for their own future, the Man in the North (MIN) Project of the Arctic Institute of North America decided to bring together community-development specialists and residents of the Canadian Arctic and of Alaska. A compilation of the opinions expressed by the conference participants (the majority of whom were Indians and Eskimos), this publication is divided into 3 parts. Part I summarizes the 4 workshops and concludes with a list of priorities for research work: communication, transportation, community centers, school dropouts, a history book of the North, teachers, and social health; Part II contains a discussion of certain technical aspects of the MIN conference organization (e.g., preparation, logistics, pattern, involvement of northern participants, native languages, and audiovisual recording); and Part III is a 4-page report on immediate follow-up activities after the conference. The main discussions at the conference took place in the 4 workshops and covered such subjects as social health; architecture, town planning, and housing; education; youth and old people; communication and transportation; employment; land rights; and civic administration. (JB)

ED 058 976 RC 005 902*Pinson, Rosie Barajas And Others***I Do and I Understand (Glen Helen Workshop: April 29-May 1, 1971).**

Ohio State Dept. of Education, Columbus.

Pub Date 71

Note—27p.; Presentations adapted from Glen Helen Workshop, Yellow Springs, Ohio, April 29-May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Pluralism, *English (Second Language), Inservice Teacher Education, Language Development, Learning Activities, *Mexican Americans, *Migrant Children, *Outdoor Education, Pattern Drills (Language), Structural Linguistics, *Teacher Workshops

During the teacher workshop conducted at the Glen Helen Outdoor Education Center at Yellow Springs, Ohio, oral language techniques, Mexican American culture, and outdoor education were given high priority in training teachers to serve migrant children effectively. Four of the workshop presentations have been adapted for this publication. One of these, a rationale for oral language development, contains 12 pattern drills which can be used by any classroom teacher to help children master basic English language patterns; some of the types of drills presented are repetition drills, substitution drills, transformation drills, conversation drills, and addition drills. Another presentation, entitled *Helping Spanish-Speaking Children Who Say "Teach Me the English,"* offers similar and dissimilar patterns in word order and grammatical structure. The other sections are (1) *The Future of the Mexican American—With an Optimistic Eye* and (2) *Outdoor Education Resources and Activities*. Each section contains pictures as well as a narrative discussion of the presentation. (JB)

ED 058 977 RC 005 904*Chappell, Willard R. Baur, James F.***A Physics-Oriented College Motivation Program for Minority Students.**

Colorado Univ., Boulder. Dept. of Physics and Astrophysics.

Pub Date [71]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Preparation, Disadvantaged Youth, Discussion Groups, Educational Opportunities, *Mexican Americans, *Motivation, Parent Participation, Physics Experiments, *Program Descriptions, Secondary School Students, *Summer Science Programs, Tutoring, Urban Youth, Volunteers

The objective of the Colorado Mexican-American Student Program was to motivate capable Mexican American students to consider the possibility of attending college. Students for the program were selected according to the following criteria: (1) Mexican American ancestry, (2) completion of at least grade 10, (3) promising academic potential, and (4) some degree of underachievement. The program, a 4-week summer session following completion of grade 10, was held at the University of Colorado (Boulder) and consisted of discussion groups, lectures, and laboratories. The staff consisted of a director, 3 instructors, and various unpaid volunteers. A continuation of the program through 2 years following the summer session had 4 functions: to maintain contact with the students and their parents; to help the students improve their grades by providing tutoring; to assist students in applying for college admission and financial aid; and to inform selected colleges about the program and the students who have participated. A follow-up study of the 21 students who entered the program in 1969 showed that 12 began college in the fall of 1971 and 1 entered a professional school. It should be noted that, although this particular program was physics-oriented, there is no reason why it should not work in the framework of any other discipline or with any other minority group. A related document is RC005905. (PS)

ED 058 978 RC 005 905*Salazar, Tony***A Summer Program for Hispano High School Students. A Report for the Second Year, June 15, - July 10, 1970.**

Colorado Univ., Boulder. Dept. of Physics and Astrophysics.

Spons Agency—Denver County Public Schools, Colo.

Pub Date 70

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Preparation, Counseling Services, Disadvantaged Youth, Discussion Groups, Interest Tests, *Mexican Americans, Motivation, Parent Participation, Physics Experiments, *Program Descriptions, *Secondary School Students, *Summer Science Programs, Tutoring, Urban Youth, Vocational Counseling, Volunteers

The goal for the second year of the Colorado Mexican-American Student Program was to motivate and inspire a selected number of high school students to seek a college education. Students for the program were selected according to 5 criteria: (1) Mexican American ancestry, (2) promising academic potential, (3) completion of grade 10, (4) average or above average achievement in academic or social activities, and (5) some degree of underachievement. Program changes for the second year included more teacher and counselor involvement in student selection; an increase in the number of students participating (from 21 to 26); payment of the program director's salary by the Denver Public Schools; and administration of various vocational interest tests administered to the students. The 4-week summer session consisted of discussion groups, lectures, and laboratories on such topics as astronomy, social protest, Hispano history, physics, and psychology. The winter follow-up program consisted of social events and a tutoring program. The document contains a program description and responses of 25 students to an evaluation questionnaire. A related document is RC005904. (PS)

ED 058 979 RC 005 907*McWilliams, Carey, Ed.***The Mexicans in America: A Students' Guide to Localized History. Localized History Series.**

Pub Date 68

Note—32p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, New York 10027 (\$1.50)

Document Not Available from EDRS.

Descriptors—Cultural Factors, Disadvantaged Groups, *Discriminatory Attitudes (Social), Employment, Field Trips, *History, *Mexican Americans, Migration Patterns, Minority Groups, Race Influences, *Resource Materials, Socioeconomic Influences, *Spanish Speaking

The 4 main sections of this publication are (1) A Special Minority, which deals with settlement in the Southwest and historical background of the Hispanics; (2) The Great Invasion, which discusses Mexican immigration and Hispanics and industrial employment; (3) The Mexican Problem, which treats the Hispano "language problem" and social discrimination; and (4) New Stirrings in the Borderlands, which deals with Hispano action against discrimination, political role, and influence of the Spanish Mexican. A 12-item bibliography is appended. (JB)

ED 058 980 24 RC 005 908*Altus, David M., Comp. Link, Albert D., Comp.***American Indian Education, A Selected Bibliography, Supplement No. 2.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Sep 71

Contract—OEC-1-6-062469-1574

Note—294p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0872, \$2.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracts, *American Indians, *Annotated Bibliographies, Bilingual Education, Cultural Differences, Disadvantaged Youth, *Educational Resources, English (Second Language), Eskimos, History, Resource Materials, *Socioeconomic Influences, Teaching

Documents on American Indians are cited in this bibliography, which is a supplement to ED 030 780 and ED 044 213. This bibliography contains abstracts of 221 documents cited in "Research in Education" (RIE) from September 1970 through June 1971 and 93 citations (some annotated) which have appeared in "Current Index to Journals in Education" from June 1970 through June 1971. Citations are indexed by subject terms from the "Thesaurus of ERIC Descriptors." The entries cover a wide variety of resource materials (research and program reports, guides, books, articles, etc.) that examine the cultural and socioeconomic problems and educational developments relative to American Indians. Price information and availabilities are provided for documents that have been listed in RIE. (LS)

ED 058 981 RC 005 912**Training Administrators for Schools Serving Indian Children.**

Minnesota Univ., St. Paul. Div. of Educational Administration.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 31 Aug 71

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Cultural Context, Educational Administration, Graduate Study, *Leadership Training, Professional Training, *Program Descriptions, *Program Evaluation, *School Administration

The Office of Economic Opportunity funded a program to train administrators for schools serving large numbers of Indian children. The program, which called for the support and training of 20 American Indians in programs leading to degrees and certification in school administration, was aimed at alleviating the shortage of school administrators having Indian ancestry. Graduates of the program were to have the training needed to provide leadership in Indian education for local districts, state departments of education, and Federal agencies. Through these educational and leadership opportunities, program graduates would be able to play a more active role in self-determination and improved socioeconomic opportunity through education in Indian communities. During the summer of 1970, 20 program applicants (17 candidates for master's degrees and 3 candidates for doctor's degrees) were selected

for admission to graduate school and participation in the fellowship program at the University of Minnesota. Achievement and progress toward degree objectives were encouraged through intensive advising and program planning. Effectiveness of the program was evaluated in terms of its primary goal: training administrators for Indian education. Based on this criterion, the program was deemed successful. The components of the evaluation were student retention, academic achievement, attainment of degree objectives, participant evaluation, and post-program plans. (JH)

ED 058 982 RC 005 913

Henry, Jeanette

Organizing and Maintaining a Native American Reference Library.

Pub Date [70]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Bibliographies, Cataloging, Ethnic Studies, Library Acquisition, *Library Planning, *Literature, *Reference Materials, Research Libraries, *Special Libraries, Supplies

A plan for organizing a Native American reference library is proposed in this paper. Some of the preliminary considerations discussed are the type of library needed; the levels of the books; the responsibilities for specific jobs in the library; and preliminary meetings to be held with students and teachers who will be using the facilities. Physical and mechanical requirements are discussed, and the Library of Congress method for cataloging a small library is described. Suggested regulations for users of the library are listed. Also listed are the names and addresses of both library-supply companies and publishers of Native American book reprints. A basic booklist is included for use in initial acquisitions. (PS)

ED 058 983 24 RC 005 914

Salinas, Guadalupe, Ed.

Mexican-Americans and the Desegregation of Schools in the Southwest.

California Univ., Riverside. Western Regional School Desegregation Projects.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Dec 71

Note—41p.; Article originally appeared in "Houston Law Review," Volume 8, p 929, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Child Development, *Court Litigation, Educational Improvement, History, Land Use, Laws, *Mexican Americans, *Minority Groups, *Racial Segregation, *School Integration, Schools, Services, Testing

Identifiers—Southwest

It is noted in this article that Mexican American children, comprising the largest minority student group in the Southwest (17% of the total enrollment), have been neglected both educationally and legally. Thus, "Cisneros v. Corpus Christi Independent School District" (1970), which established Mexican Americans as an identifiable ethnic minority group for purposes of public school desegregation, is looked upon as providing a basis for hope for better education of Mexican American children. Further legally oriented discussion topics include the historical background of the Mexican American, discrimination in areas other than education, non-judicial recognition of Mexican Americans, the Chicano school cases, factors leading to segregation of Mexican American children (i.e., residential segregation and ability grouping), and the future of Mexican American desegregation in terms of the Southwest generally and "Ross v. Eckels-The Houston Situation." Included are references to 152 legal citations. (MJB)

ED 058 984 RC 005 915

Dillman, B. L. McElveen, J. V.

Migration of Youth from Rural Households of the Northeast Coastal Plain of South Carolina.

South Carolina Agricultural Experiment Station, Clemson.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—AES-Bull-555

Pub Date Feb 71

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Anglo Americans, Aspiration, Family Influence, Family Resources, *Migration Patterns, *Negro Youth, Research, *Rural Youth, Sex Differences, Socioeconomic Influences, *Southern Citizens, Tables (Data)

Identifiers—South Carolina

The purpose of this study was to determine whether there were identifiable differences in the characteristics of 3 groups of youths: (1) those who remained in the same or adjoining counties (nonmigrants), (2) those who migrated to other areas of the South, and (3) those who migrated to areas outside the South. Included in the sample were 700 youths who left 1,000 sample households in the northeast coastal plains area of South Carolina within a 10-year period prior to a 1966 survey of these households. The 299 white youths and 401 Negro youths were not contacted directly. Instead, heads of sample households were asked a series of questions about the youth who left the households in the 1956-66 period. Household heads were also asked questions relating to their aspirations and expectations for all their children, whether they were already gone or were still at home. Household income and age, sex, education, and occupation of the household head were also ascertained. Analysis of questionnaire data employed the chi-square technique. It was found that migration was highly selective with respect to both race and education. Negroes were more prone to migrate than whites and, when they migrated, were more likely to move outside the South. Migrant whites and Negroes had more education and training than nonmigrants of the same race. Only half of the white youths migrated from the area compared to more than 3/4 of the Negroes. A strong positive relationship existed between education and outmigration for girls of both races. A significant relationship between education and outmigration was also found for Negro boys but not for white boys. (LS)

ED 058 985 RC 005 916

Outdoor Recreation in Florida: A Comprehensive Program for Meeting Florida's Outdoor Recreation Needs.

Florida State Dept. of Natural Resources, Tallahassee.

Pub Date Aug 71

Note—341p.; Prepared by the Division of Recreation and Parks

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Community Resources, Interagency Cooperation, Maps, *Natural Resources, Needs, *Program Planning, Recreational Facilities, *Recreational Programs, State Recreation Legislation, *Statewide Planning, Tables (Data)

Identifiers—Florida

A comprehensive program for meeting outdoor recreational needs in Florida is described in this planning and reference document in terms of objectives for the program through the year 1975 (with projections to the year 2000). The scope and nature of outdoor recreation are defined, and a justification for an outdoor recreation program is presented. Florida's outdoor recreation resources are listed, along with an outline of resource uses in existing recreational programs. An inventory of existing outdoor recreation programs, classified according to sponsorship (Federal, state, etc.), is also provided. In addition, Florida's approach to outdoor recreation planning is described and applied to the computing and priority of needs. Resource, supply, user, and demand considerations are examined, as are responsive program measures. Program implementation areas are listed in terms of needs vs. capabilities. Tables and illustrations are included. (PS)

ED 058 986 24 RC 005 917

Rosenstein, Irvin

Sources of Funding for Outdoor Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Nov 71

Contract—OEC-1-6-062469-1574

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0877; \$0.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agencies, Curriculum Enrichment, *Federal Aid, *Financial Support, *Outdoor Education, *Private Financial Support, School Taxes, State Aid

The financing of outdoor education should be the responsibility of the school district according to the same policies that pertain to other emphases in the curriculum. However, sources of funding other than local school tax funds are state funds, Federal funds, and private funds. State funds that might be used for outdoor education programs include funds for inservice education of teachers, urban education, vocational education, and education of the handicapped. Federal financial assistance is available from sources which include the Environmental Education Act, Legacy of Parks Program, Land and Water Conservation Fund, and Elementary and Secondary Education Act. Numerous private agencies, organizations, and foundations have funds available for support of environmental and outdoor programs. In the document, narrative information and a chart of funding sources describe the types of funds, their purposes, who may apply, and how to receive further information; address lists of state education departments, U.S. Department of Housing and Urban Development regional offices, Bureau of Outdoor Recreation regional offices, U.S. Office of Education regional offices, and state agencies for surplus property are appended. (JH)

ED 058 987 RC 005 918

Wigginton, Eliot, Ed.

The Foxfire Book: Hog Dressing, Log Cabin Building, Mountain Crafts and Foods, Planting by the Signs, Snake Lore, Hunting Tales, Faith Healing, Moonshining, and Other Affairs of Plain Living.

Pub Date 72

Note—480p.

Available from—Doubleday & Company, Inc., 277 Park Avenue, New York, New York 10017 (Hardcover \$8.95; Paperback \$3.95)

Document Not Available from EDRS.

Descriptors—Building Design, *Cultural Factors, *Economically Disadvantaged, English Education, Food, Handicrafts, Health Conditions, Living Standards, Meat, *Rural Areas, *Socioeconomic Influences, *Student Developed Materials

Identifiers—*Appalachia

The purpose of this book, compiled by high school students in Rabun Gap-Nacoochee School under the guidance of their English teacher, is to present a view of the cultural heritage of Appalachian Georgia residents. Information was gathered by means of tape-recorded interviews with residents, on-site observations, and collection of written statements on such topics as hog dressing, log-cabin building, mountain crafts and foods, planting by the signs, snake lore, hunting, faith healing, moonshining, and other affairs of plain living. Illustrations, recipes, and narratives about the mountain people who live off the land are included, along with a list of people concerned with this publication. (PS)

ED 058 988 32 RC 005 919

Kopp, Frederick S. Barnes, Jarvis

Evaluation of the Camp Project for Seventh, Eighth, and Ninth Graders. Research and Development Report, Vol. V, No. 4, Summer 1971.

Atlanta Public Schools, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, *Camping, Group Living, Junior High School Students, Negro Students, *Outdoor Education, Personal Growth, *Program Evaluation, Recreational Activities, Self Esteem, *Summer Programs, *Urban Youth

The Title I (Elementary and Secondary Education Act) 1971 Summer Camp Project of the Atlanta Public Schools offered to a group of 427 seventh-, eighth-, and ninth-grade boys and girls of 5 1/2-day camping experience. Camp activities were directed at an attempt to integrate the children's knowledge of the outdoors with actual experience in nature and, at the same time, afford the children an opportunity for fresh air, exercise, and personal development. Also central to the

meeting of camp goals was the life-style itself, which consisted of family-style meals, community living and bathing facilities, and competitive endeavors such as team sports and cabin competition. Evaluation of the program included the administration of the Coppersmith Self-Esteem Inventory, the All About Myself Scale, the Children's Form of the Manifest Anxiety Scale, and pre- and post-questionnaires relating directly to the camp experience. All aspects of the program were evaluated, with resulting recommendations in the areas of planning, facilities and equipment, staff, management and control, and participating students. A related document is ED055693. (JH)

ED 058 989 RC 005 924

Bylund, H. Bruce

Social, Cultural and Educational Factors Associated with Relative Vocational Success of Navajo High School Graduates.

Utah State Univ., Logan.

Spons. Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 31 Jan 70

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aptitude, *American Indians, Boarding Schools, *Cultural Factors, *Employment, Feasibility Studies, *High School Graduates, Interviews, Questionnaires, Research, Rural Areas, Sex Differences, Social Factors, Tables (Data), *Vocational Followup. The objective of this study was to explore the feasibility of analyzing educational and cultural factors associated with the vocational success of graduates of a large boarding school for Navajo Indians (i.e., the 1964 graduates of Intermountain School in Utah). In order to locate these graduates, letters were sent to the parents or guardian. When this brought no response, an interviewer was sent to the reservation to speak to parents, other family members, or the local trader to obtain current addresses for the graduates. An interview schedule was developed, tested on Navajos living on or near the reservation, and revised. Information obtained from Intermountain School included the student's total amount of schooling, age when he started school, age when he graduated, information concerning courses he had taken, grade point averages, test data for achievement and aptitude tests, evaluation which had been made by counselors and teachers on various aspects of the student's life and behavior, and information on the summer placement program. Included in the sample were 80 graduates, each of whom was personally interviewed. The data, analyzed by stepwise regression, indicated that the best variable for predicting total productive activity was teacher evaluation of the student's respect for property; the next best prediction variable was knowing the traditional Navajo stories. However, "these results are only suggestive because of the smallness of the sample, but it appears that among the variables used in the study are those which can be meaningfully combined to give an explanation of and be useful for predicting a reasonable percentage of relative vocational success among Navajo males." (LS)

ED 058 990 RC 005 925

Holmes, O. Wendell

A Profile of Disabled Household Heads and Spouses in Rural Areas of the Ozarks Region.

Economic Research Service (DOA), Washington, D.C.

Report No—AER-217

Pub Date Nov 71

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economically Disadvantaged, Education, *Employment, Family Characteristics, *Heads of Households, Health Insurance, Income, *Physical Health, *Rural Population, *Socioeconomic Influences. **Identifiers**—Ozarks

In this sequel to the report of a 1966 survey of 1,413 household heads in rural areas of the Ozarks region, socioeconomic conditions are discussed for the 439 household heads who had reported total or partial disabilities. Of the 439 households, 41% were in poverty. Household heads' incomes were small because many heads were unable to hold regular jobs and most heads were of advanced age. They generally had low level employment skills, and very few of the heads had completed high school. Nearly 44% of those who had jobs were farmers. Medical expen-

ses in households were quite high, and only 70% of the heads had health insurance. A related document in ED 043 407. (Author/NQ)

ED 058 991 RC 005 926

Lassey, William R. Williams, Anne S.

Leadership and Development in a Bi-cultural Setting.

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons. Agency—Department of Agriculture, Washington, D.C.

Report No—AES-Bull-657

Pub Date Sep 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Anglo Americans, *Community Development, *Community Leaders, County Officials, County Programs, Cultural Differences, Federal Programs, *Interagency Planning, *Leadership, Reservations (Indian), Rural Areas. **Identifiers**—Montana

The 3 principal objectives of this study were (1) to determine leader characteristics and attitudes toward resource development programs and development organizations in the Roosevelt County and Fort Peck Reservation area; (2) to measure understanding of concepts and attitudes about area development, Federal programs, and other factors associated with development activities; and (3) to derive therefrom basic principles and approaches for more effective implementation of development programs. A list of leaders was obtained by (1) telephoning 75 randomly selected persons, (2) securing lists of elected leaders of organizations with 15 members or more, (3) interviewing professional people with extensive contacts in the area, (4) listing significant elective or appointive office holders, (5) listing leaders mentioned by local newspapers, and (6) asking leaders selected in the first 5 steps to suggest other leaders. Individuals from the study area who were selected most consistently formed the final interviewing sample—a total of 84 non-Indians and 31 Indians. Each selected leader was asked to participate in a detailed personal interview wherein an attempt was made to identify and probe a number of factors relevant to area development, such as knowledge of ongoing development efforts, knowledge of basic development principles, and awareness of existing alternative programs of area development. This report describes the major findings of the study and discusses some of the implications and potential recommendations that might be derived. (LS)

ED 058 992 RC 005 927

Collins, Erik

Monitoring and Evaluation of Summer Workshops for Teachers of Migrant Children.

State Univ. of New York, Geneseo. Center for Migrant Studies.

Pub Date 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, *Changing Attitudes, Institutes (Training Programs), *Migrant Child Education, *Program Evaluation, Summer Institutes, Tables (Data), *Teacher Attitudes, Teacher Education, *Teacher Workshops

In this study, 3 institutes (summer 1970) for training teachers of migrant children were evaluated. Whether the 3 institutes brought about positive attitude change in the participants was selected as the basis of the evaluation, which used a non-equivalent control group design. There were 3 measures of teacher attitude: an adaptation of a semantic differential, a 50-item Likert-type scale, and a test devised for this study consisting of a series of paragraphs on a given topic representing a continuum of viewpoints. Participants' experiences during the workshops were monitored through use of post-meeting reaction sheets. Findings from the pre- and post-measures of attitude revealed (1) a significant gain for participants on the attitude scale and the paragraph test using analysis of covariance on the data and (2) changes in attitudes on the semantic differential using a modified Wilcoxon matched-pairs signed-ranks test on the data. Although an insufficient number of complete sets of post-meeting reaction sheets was received, limiting the nature of the recommendations that could be made, the sheets indicated generally positive reactions to events of the institutes. Also, con-

tinuation of the basic format of the institutes was encouraged; this included considerable use of consultants, the experience of working with migrant children in a special summer school, and the use of discussions throughout the institutes. Other recommendations included specifying more precisely what dimensions of attitude change are to be achieved by the institutes and planning some experiences to achieve the changes. (Author/NQ)

ED 058 993 RC 005 928

[1971 Annual Credit and Financing Report. Financing Indian Development.]

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 30 Jun 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Credit (Finance), *Economic Development, Educational Finance, Federal Legislation, *Financial Services, Private Financial Support, *Tables (Data)

The Bureau of Indian Affairs (BIA) 1971 Annual Credit and Financing Report describes the financing available for economic advancement of American Indians. The 3 main financing sources cited in this report are (1) customary leaders, both private and Government; (2) tribes and other Indian organizations with funds of their own; and (3) the revolving loan fund of the BIA. These financing sources are discussed in terms of such areas as housing, small business, agriculture, and education. Included is an appendix of 34 tables containing information on such items as loans made, amounts, sources, repayment records, and purposes. A related document is ED 050 849. (NQ)

ED 058 994 RC 005 929

'A Federal-State Partnership for Economic Growth.' Fourth Annual Report.

Four Corners Regional Commission, Farmington, N. Mex.

Spons. Agency—Department of Commerce, Washington, D.C.

Pub Date 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, *Depressed Areas (Geographic), Economic Development, Mexican Americans, *Regional Planning, Rural Areas, *Rural Development, *State Federal Aid, Tables (Data)

Identifiers—Southwestern States

The Four Corners Regional Commission (FCRC) is a state-Federal partnership, the purpose of which is to initiate long-range planning, provide data for specific plans, promote private investment, promote legislation, establish plans and program priorities, and initiate and coordinate economic developmental districts in 92 counties in Arizona, Colorado, New Mexico, and Utah. In the 1971 FCRC annual report, activities are described in the following areas: vocational-technical education, community facilities, health, agriculture, minerals and fuels, tourism and recreation, transportation, human resources, water, and industrial development. Graphs and tables show population growth, grant awards and technical assistance funds, and budget. Related documents are ED 048 985 and ED 048 986. (LS)

ED 058 995 RC 005 930

Migrant Health Program: New Jersey State Department of Health, 1970 Annual Report.

New Jersey State Dept. of Health, Trenton.

Spons. Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 70

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, County Programs, Dental Evaluation, Disease Control, *Health Education, Migrant Children, *Migrant Health Services, Migrant Welfare Services, *Migrant Workers, Nutrition, Public Health, Sanitation, Social Services, *State Federal Support, Tables (Data), Vision, Volunteers, Welfare Problems. **Identifiers**—New Jersey

Included in the New Jersey State Department of Health 1970 annual report are project objectives; information on locations of clinics; summaries of health services provided to the migrant

worker and his family in such areas as physician treatment services, family planning, public health nursing, health education, hospital services, dental services, maternal and child health services, eye examinations, school health services, social services, and sanitation; and descriptions of 5 county migrant health projects. Statistics show that medical and social services provided by the program reached more migrant workers than in previous years; however, extension of program services to reach a still larger percentage of the migrant population will require more bilingual field personnel, more clinic facilities, and transportation to bring patients to the necessary services. Efforts have been consistently applied to the implementation of project-supported sanitation; the potable water program and the installation of a water-borne sewage-disposal system evidence positive results. Community family counseling agencies increased assistance to migrant families in 1970, and areas of previously unmet need served better in 1970 included eye treatment and dental care. A related document is ED 047 882. (LS)

ED 058 996 RC 005 934

Brewer, Kenneth, Comp. And Others
The Hawaii-Navajo Exchange Program.
Hawaii Univ., Honolulu.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.; Hawaii State Dept. of Education, Honolulu.

Pub Date 70

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Community Involvement, *Cultural Exchange, *Educational Experience, Educational Objectives, Evaluation, Grade 5, *Program Descriptions, Records (Forms), *Student Exchange Programs

Identifiers—Hawaiians, Navajos

The 1969-70 Leeward Cultural Exchange program described in this report involved a 2-week exchange between 20 grade-5 students of Leeward Oahu, Hawaii, and 24 grade-5 students from the Toyoi Boarding School on the Navajo Indian Reservation in northern Arizona. In the report, the program objectives are listed along with a statement of organizational policy. Implementation of the program is described in the areas of staff and student selection, Hawaiian classes, the student logbook used, chaperones, itineraries, and financing. Included in the evaluation of the program are recommendations for future exchange programs and major results of the program. Also included are copies of the financial report, the program proposal, the pre- and post-tests, and a completed student logbook. (PS)

ED 058 997 RC 005 935

A Report of the University of New Mexico's College Enrichment Program.

New Mexico Univ., Albuquerque. Inst. for Social Research and Development.

Spons Agency—New Mexico State Board of Educational Finance, Santa Fe.

Pub Date 15 Oct 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Preparation, Counseling, Cultural Activities, *Disadvantaged Youth, *Enrichment Programs, *Higher Education, *Mexican Americans, Motivation, Orientation, *Retention, Student College Relationship, Tutoring

The University of New Mexico College Enrichment Program (CEP) recruits disadvantaged students to the campus, helps them prepare for college life with an intensive summer orientation, helps them obtain financial assistance, and aids them in dealing with the college environment via counseling, tutoring, and other supportive services. The CEP's immediate objective is to retain students in college. Long-range goals are to increase the proportion of disadvantaged students at the university, to help them complete their education, to increase their rate of entry into the professions, to aid the university in examining the manner in which it acts upon young people from disadvantaged backgrounds, and to aid in the development of human skills and to promote the application of those skills to real needs. Retention rate is the key measure used in the evaluation of the CEP. In addition, grade point average, development of reading skills, and development of study attitudes and study habits are examined.

Evaluative research findings indicate that the CEP has had significant influence on the retention of disadvantaged students and has provided major impetus in motivating participating students to attain a college degree. (JH)

ED 058 998 RC 005 937

Recreation Symposium Proceedings. The Forest Recreation Symposium (State University of New York College of Forestry, Syracuse, 12-14 October 1971).

Forest Service (DOA), Upper Darby, Pa. Northeastern Forest Experiment Station; State Univ. of New York, Syracuse. Coll. of Forestry.

Pub Date 71

Note—217p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Athletic Activities, Development, Management, Personality Studies, *Planning, *Program Development, *Recreation, Recreational Activities, Recreationists, *Research Needs, Resources, *Symposia

In this collection of 26 papers presented at the 1971 Forest Recreation Symposium held at Syracuse, N.Y., information is presented about the forest resource and forest recreation research. The symposium, designed to help meet the needs of the planner and the manager in both public and private areas of the forest recreation resource, covered 5 general areas: (1) Planning and Developing the Recreation Resource, (2) Managing the Recreation Resource, (3) Characterizing the Recreation User, (4) Specific Managerial Considerations Related to User Characteristics, and (5) A Look at the Research Task Ahead. Among the specific topics covered were the recreation-resource inventory process, predicting values of recreation participation, design of facilities, economics of recreation development and private-recreation enterprises, analysis of environmental-quality ranking systems, multiple use for recreation in the East, law enforcement, and carrying capacity of recreation areas. Included are 337 references. (MJB)

ED 058 999 RC 005 938

Hewlett, Leroy, Ed.

Indians of Oregon: A Bibliography of Materials in the Oregon State Library.

Oregon State Library, Salem.

Pub Date 69

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indian Languages, *American Indians, *Bibliographies, *Cultural Background, Government Role, History, *Library Collections, Mythology, *Reference Materials

Identifiers—Northwest

Over 1300 publications are cited in this bibliography on the American Indians of Oregon. The citations represent the Oregon State Library collection of materials on Indians of the Pacific Northwest. Although the emphasis is on Indians of Oregon, materials about the Indians of California, Idaho, Montana, Washington, and British Columbia are cited if information pertinent to the Indians of Oregon is also represented. Citations of various types of materials (books, periodical articles, pamphlets, Government publications, and some newspaper articles) published in the 19th and 20th centuries are included. Some of the documents published in the 19th century "are valuable as primary source material, as are some of the diaries and manuscript materials" reprinted in the "Oregon Historical Quarterly." The bibliography was prepared as "a comprehensive, up-to-date research tool to aid researchers and students in the search for references on the Indians of Oregon." (JH)

ED 059 000 RC 005 939

Fuson, Elgie M., Comp.

Native Americans: A Bibliography for Young People. Bibliographic Series #7.

Sacramento State Coll., Calif.

Pub Date 70

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Bibliographies, Childrens Books, *Curriculum Guides, *Fiction, *Library Collections, Reference Materials, Textbooks

Identifiers—Sacramento State College

Early in 1969, the Sacramento State College Library began a series of bibliographies designed to aid its patrons in making more effective use of

existing library resources. This publication, Number 7 of that series directed specifically to areas involved in the college's developing ethnic studies programs, cites materials published between 1905 and 1969 concerning the Native American. The publications cited are available in the Curriculum Library and the young people's collection of the Sacramento State College Library. Call numbers are indicated, as are broad grade level usages for the fiction and nonfiction books. A total of 58 fiction, 152 nonfiction, 20 textbooks, and 45 curriculum guides is included. "The curriculum guides and textbooks, while usable for kindergarten through grade 8, will be most helpful with the intermediate grades." (LS)

ED 059 001

RC 005 940

Kleinfeld, J. S.

Some Instructional Strategies for the Cross-Cultural Classroom.

Alaska State Dept. of Education, Juneau.

Pub Date Aug 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Culture, *American Indians, Area Studies, Cross Cultural Studies, *Cultural Factors, *Eskimos, Questionnaires, Rural Education, *Student Teacher Relationship, *Teaching Techniques

Identifiers—Alaska

Based on questionnaire data showing of 64% (114 respondents) return from all teachers in small village schools operated by the State of Alaska and the Bureau of Indian Affairs, this paper describes instructional strategies for new teachers entering the Alaskan cross-cultural community classroom. The paper also suggests how the instructional methods harmonize with village students' learning styles in regard to (1) personalism (experiment with ways to harmonize personal teaching style with students' learning styles), (2) competitiveness (devise teaching methods to cope with passive students), (3) joking (use this native method of correction in a two-sided manner), (4) project-reward work rhythm (assign concentrated work followed by material rewards and relaxation), (5) observational learning (use image-based instruction), (6) village-based anchoring ideas (relate instructional material to students' village experiences), and (7) parental involvement (inform parents as to the school's why's and how's). The appendix shows a copy of the questionnaire sent at the end of the 1969-70 school year. (MJB)

ED 059 002

24

RC 005 946

Leo, Paul F.

The Effects of Two Types of Group Counseling Upon the Academic Achievement and Self-Concept of Mexican-American Pupils in the Elementary School.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—BR-1-1-039

Pub Date Jan 72

Contract—OEC-9-71-0025(10)

Note—143p.; Doctor's dissertation submitted to University of the Pacific, Stockton, California

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Cultural Background, *Doctoral Theses, *Elementary School Students, *Group Counseling, Measurement Instruments, *Mexican Americans, Self Concept, Tables (Data)

A 20-week experimental study investigated effects of 2 group counseling techniques as aids in improvement of academic achievement and self-concept of 144 Mexican American pupils from the 4th, 5th, and 6th grades of 2 elementary schools. Also used in the study were results of a pilot project conducted with Mexican American pupils to compare the Semantic Differential Technique and the Self-Esteem Inventory in measurement of self-concept. Two dependent variables were studied: (1) total academic achievement on the Comprehensive Test of Basic Skills and subtest scores in reading, language, and arithmetic and (2) total self-concept measured by the Semantic Differential Technique and the feelings toward nationality subtest. Independent variables were (1) comparison of the Bicultural Group Counseling Treatment, designed to develop pupil pride in ethnic background, and the Traditional Group Counseling Treatment, which placed emphasis on school adjustment and improvement in academic achievement; (2) treat-

ment effects on the school attended; (3) male and female effects produced by treatments; and (4) comparison of treatment effects on foreign-born and native-born pupils. This latter comparison was possible in only 1 school because of its almost equal proportion of foreign- and native-born students. Pre- and post-test scores were analyzed using analysis of covariance. Findings indicated that none of the variances for the treatments variable proved significant although significant interactions were found in several control variables. The pilot study reported a fairly positive correlation between the Semantic Differential Technique and the Self-Esteem Inventory for measurement of self-concept. (Author/NQ)

ED 059 003 RC 005 947
Manpower Services to Arizona Indians, 1970. Eighteenth Annual Report. Research and Information Series No. OPR-2-71

Arizona State Employment Service, Phoenix.

Pub Date Jun 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, *American Indians, *Annual Reports, Economic Development, *Employment Services, *Human Resources, Job Placement, *Manpower Development, Socioeconomic Status, State Agencies

Identifiers—Arizona

The Arizona State Employment Service (ASES) provides employment and manpower services to Arizona's American Indian labor force. Functions of the ASES include the standard services of placement, testing vocational guidance, and manpower information dissemination, which resulted in the placement of Indians on 19,595 jobs in 1970. The ASES has instituted specialized services and facilities directly aimed at meeting specific employment problems of Indians (e.g., Indian branch offices, job development programs, and manpower resources development programs). Services provided by ASES and other agencies to Arizona Indians seeking employment and training are described in this annual report; information is also presented on population, employment, and economic development on reservations. Related documents are ED 033 798, ED 043 403, and ED 043 419. (JH)

ED 059 004 RC 005 948

Tyler, S. Lyman

The Ute People: A Bibliographical Checklist. Indian Affairs #3.

Brigham Young Univ., Provo, Utah. Inst. of American Indian Studies.

Pub Date 64

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Bibliographies, Cultural Education, Government Publications, *History, *Mexican American History, Newspapers, Periodicals, *Spanish Americans

Identifiers—*Utes

Materials pertinent to research on the history of the Ute Indians and their "linguistic relatives" are cited in this 1964 bibliographical checklist. As noted, geographical areas occupied or frequented by the Ute Peoples include areas which are now western Colorado, northern New Mexico, most of Utah, and northern Arizona. Documentation for the historian or ethno-historian begins in the records of the Spanish Province of New Mexico shortly after 1600—not with the coming of the Anglo Americans some 200 years later—and the bibliography tends to be more complete for the period prior to 1952. The citations are categorized by the following document types: bibliographies and guides, manuscript material from the Spanish and Mexican Periods, miscellaneous manuscripts, U.S. Government documents, Utah Territorial documents, some contemporary newspapers, some contemporary periodicals, and other published works. (PS)

ED 059 005 RC 005 952

Weinman, Janice J.

Local Control Over Formal Education in Two American-Indian Communities: A Preliminary Step Toward Cultural Survival.

Pub Date 72

Note—14p.; Paper for presentation at American Educational Research Association Annual Meeting to be held in Chicago, April 5, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Community Involvement, Cultural Factors, *Educational

Development, Educational Research, Governmental Structure, Leadership Qualities, Policy Formation, Religious Factors, *School District Autonomy, *Social Attitudes

The possible causes underlying the differential response to local control over education in the American Indian Communities of San Juan and Santa Clara, both of the Tewa branch of the Pueblo Tribe, are reported in this paper. Results are described for the 10-week study (summer 1969) that consisted of observations of community reactions to proposals for changed conditions and in-depth interviews with the community political and educational leaders. According to the paper, Santa Clara has progressed much further toward controlling its schools than San Juan. It is noted that the primary factor probably responsible for the difference in degree of receptivity to local control over formal education between the 2 communities is that San Juan has maintained a theocratic government while Santa Clara has instituted a political system in which secular and religious roles are separate. Other major factors include (1) a communication gap between San Juan's traditional governing body and the more progressive citizenry, (2) the absence of consolidated leadership among the general citizenry in San Juan to generate consensus over major issues, and (3) the allocation of final decisions to those San Juan community leaders who are least aware of modern demands. Conclusions concerning the Indian role in formal education are presented. (PS)

RE

ED 059 006

RE 003 883

Stanchfield, Jo M.

The Development of Pre-Reading Skills in an Experimental Kindergarten Program.

Pub Date Dec 71

Note—15p.; Paper presented at the National Reading Conference, Tampa, Florida., Dec. 1971

Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Kindergarten, Listening Skills, Mexican Americans, Negro Youth, *Prereading Experience, Reading Development, *Reading Readiness, *Reading Research, Reading Skills, Sensory Training, *Sex Differences, Visual Discrimination

Kindergarten children from 17 Los Angeles, California, schools were the subjects in a research project designed to measure the effects of a structured prereading program. The program emphasized six types of reading skills: (1) listening for comprehension, (2) listening for auditory discrimination, (3) visual discrimination, (4) oral language skills, (5) motor perceptual skills, and (6) sound-symbol correspondence. The skills were taught in small groups and with independent activities according to specific instructions in teachers' manuals. The children were divided into matched experimental and control groups representing varied socioeconomic backgrounds. A wide variety of supplemental materials was used. Group reciting, creative story telling, music activities, games, and field trips were some of the activities used in teaching reading skills. Analysis of reading readiness test results showed that (1) experimental groups did significantly better than control groups, (2) girls as a group did significantly better than boys, (3) white children did significantly better than Mexican-American children who in turn did better than black children, and (4) experimental groups of Mexican-American children and black children did significantly better than white control groups. Tables and references are included. (AL)

ED 059 007 RE 003 951

Bracken, Dorothy Kendall, Ed. Malmquist, Eve, Ed.

Improving Reading Ability Around the World: Proceedings of the Third International Reading Association World Congress on Reading, Sydney, Australia, August 7-9, 1970.

International Reading Association, Newark, Del.

Pub Date 71

Note—250p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$4.50 to members, \$5.50 to nonmembers)

Document Not Available from EDRS.

Descriptors—Automation, Child Language, *Developmental Reading, *Foreign Countries, *International Education, Listening, *Literacy, Motivation, Psycholinguistics, Reading Comprehension, Reading Difficulty, *Reading Improvement, Reading Readiness, Reading Research, Teaching Methods

A collection of 28 papers deals with reading in various parts of the world. The following countries are represented: Australia, Canada, England, France, Germany, India, Iran, New Zealand, South Africa, Sweden, and the United States. The papers are organized under four main headings: (1) Developmental Reading: This section discusses reading readiness, reading instruction, automation, and programming. (2) Reading Problems: Topics included are educational and environmental causes, psycholinguistics, mental capacity, and psychological and motivational problems. (3) Research Contributions: Research reports and research reviews are presented on such topics as teaching methods, comprehension, listening, and children's language, and (4) Challenges for the Future: This part concerns the future of reading education in general and the challenges in specific countries in particular. Tables and references for individual papers are included. (AW)

ED 059 008 RE 003 962
 Taschow, Horst G.
Representational Intelligence and Reading Comprehension: An Investigation of Piaget's Developmental Aspects of Cognitive Functions as Related to the Reading Process.
 Pub Date Dec 71
 Note—14p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971
 Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Abstract Reasoning, *Cognitive Development, Conference Reports, *Intellectual Development, Learning Experience, *Perceptual Motor Learning, Psychological Characteristics, *Reading Comprehension, Sensory Experience, *Symbolic Learning

In Piaget's dynamic conception of the child's cognitive growth, the transition from sensory-motor intelligence to the developmental stage of representational intelligence occurs during 5 to 7 years of age. The development proceeds from undifferentiation to differentiation, from unintentional to intentional, from unintelligent to intelligent, and includes cognitive processes beyond concrete experience that enables the child to master the ability to think symbolically. The symbolic functions are acquired through specialized development in accommodation and assimilation. The understanding of some of the principal characteristics of the child's cognitive orientation during the first 2 years in school could further success in reading and avoid possible reading failure. During this period, the sensory-motor ancestry still dominates the child's cognitive life with all the attributes postulated by Piaget: concreteness, centration, irreversibility, egocentrism, and transductive reasoning. All these attributes may more or less interfere with the child's learning in general and reading in particular, and may therefore disrupt his developmental process which concerns the totality of his structures of knowledge. References are included. (AW)

ED 059 009 RE 003 972

Fay, Leo

Reading and Spelling: How Are They Related? Number 1.

National Reading Center Foundation, Washington, D.C.

Pub Date 71

Note—6p.

Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D. C. 20036 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Parent Counseling, Parent Role, *Reading Ability, Reading Instruction, *Spelling, Spelling Instruction

Relationships between spelling and reading have been found such that poor readers are often poor spellers, but good readers may or may not be poor spellers. Part of the reason for the seeming contradiction may be that spelling requires precise knowledge of individual letter combinations whereas often as much meaning in reading can be obtained from context as from the makeup of individual words. Spelling is made more difficult by the inconsistencies of English pronunciation, by the discrepancies in numbers of letters and combinations of letters used to represent English sounds. Teachers and parents can be aware of several common types of spelling errors so that these can be corrected early in the learning of words. Good spelling habits are invaluable in learning to read. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote functional literacy. References are included. (MS)

ED 059 010 RE 003 973

Farr, Roger

Grade Levels and Test Scores: What Do They Mean? Number 2.

National Reading Center Foundation, Washington, D.C.
Pub Date 71
Note—6p.

Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Parent Counseling, Parent Role, Reading Ability, Reading Diagnosis, *Reading Level, *Reading Tests, *Test Interpretation

The idea that some definite designation of a child's reading ability can be gained from a grade level or percentile score on a standardized test is rejected in favor of the idea that such a score is only an estimate of ability. Informal tests in which children read from passages varying in difficulty can give much helpful information to teachers. Variations in test scores, whether formal or informal, may be due to many factors in the child, in the test, or in the procedure used to norm the test. The important thing for parents to know is that reading level scores are merely estimates and are valuable for helping guide instruction, not for labeling children. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote national functional literacy. (MS)

ED 059 011 RE 003 974

Tuimman, J. Jaap

Approaches to the Teaching of Reading: Why Do Teachers Have Different Ways of Teaching Reading? Number 3.

National Reading Center Foundation, Washington, D.C.
Pub Date 71
Note—6p.

Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Reading, Independent Reading, *Individualized Reading, Initial Teaching Alphabet, *Language Experience Approach, Parent Role, *Reading Instruction, *Teaching Methods

The author explains that there does not exist one single method of teaching reading since there are different teaching styles and preferences of individual teachers; varied backgrounds, experiences, and abilities among children; and different school administration considerations. Five approaches for teaching reading are described. (1) The developmental guided basal approach uses a systematized series of basal books, workbooks, tests, and reading aids. Different basal series may stress different methods: sight word method, intensive phonics program, balanced phonics, or the linguistics approach. (2) The highly individualized language experience approach emphasizes the child's own language and experience while reading is taught as one part of the total communication process. (3) Individualized reading programs encourage children to read widely according to their own interests and levels. (4) Independent learning activities expose children to programed instruction, often mechanized, to learn reading independently at their own pace, and (5) The initial teaching alphabet provides 44

symbols to represent English sounds. It is recommended that parents understand the reading programs in their child's school so that they can cooperate with the teachers to achieve the goal of competent readers. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote functional literacy. (AW)

ED 059 012 RE 003 975

Griffin, Margaret Eberly, Donald W.

Visual Problems and Reading. Number 4.

National Reading Center Foundation, Washington, D.C.
Pub Date 71
Note—6p.

Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Parent Role, Reading, *Reading Difficulty, *Vision, *Visually Handicapped

As one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote national functional literacy, this brochure is designed to acquaint readers with different forms of visual impairment, and describes their symptoms for easy recognition. Visual difficulties are classified into two major categories: (1) refractive errors which include nearsightedness, farsightedness, astigmatism, and aniseikonia and (2) binocular errors which include the problems of adjusting the two eyes in relation to each other and color blindness. It is recommended (1) that every child's eyes be checked before he starts school to see that he will be able to read and undertake other reading-related activities without excessive strain and (2) that when a child encounters trouble with reading, visual problems should be checked out as a possible factor. (AW)

ED 059 013 RE 003 976

Helping the Beginning School Child with Reading. Number 5.

National Reading Center Foundation, Washington, D.C.
Pub Date 71
Note—6p.

Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Childrens Books, Emotional Development, *Family Environment, *Parent Role, Physical Health, *Reading Habits, *Reading Interests

The purpose of this brochure is to assist parents of young children to recognize opportunities in everyday life to help their young children to become good readers and to suggest ways in which parents can take advantage of these opportunities. It is recommended that, first of all, parents should develop a reading habit in themselves and fill the home with a sense of reading excitement and interest. Also, parents should look for situations which could lead to reading interest, listen to the children, correct the children's pronunciation, speak clearly to them, and show enthusiasm in the children's studying. The physical and emotional fitness of the children are emphasized. Recommendations are made of simple ways to make the children independent in reading, with a stress on the parents' setting an example themselves. Finally, the brochure gives suggestions on the selection of children's books. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote national functional literacy. (AW)

ED 059 014 RE 003 977

Rogers, Norma Laffey, James L.

Reading Programs: What Is a Good Reading Program? Number 6.

National Reading Center Foundation, Washington, D.C.
Pub Date 71
Note—6p.

Available from—National Reading Center, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developmental Reading, *Objectives, *Parent Role, *Personnel, *Program Evaluation, Reading Diagnosis, *Reading Programs

Some of the components of a good reading program are described so that parents can have a basis for judging the status of the reading program in their own child's school. The components identified are (1) a knowledgeable, enthusiastic administrator who understands the components of a good program and is sensitive to student and teacher needs; (2) a highly trained reading supervisor, reading specialists, and competent classroom teachers and librarians; (3) a continuous reading development program with specific goals and cooperative planning; (4) adequate diagnosis providing thorough records of the children; (5) an attractive, well-equipped library/media center supervised by a qualified and imaginative materials specialist; and (6) a wide and exciting variety of books, instructional materials, and equipment. Finally, the brochure explains the role of parents in supporting the reading program and their responsibilities in helping their child learn to read. This brochure is one of a series commissioned by the National Reading Center to help inform all citizens about reading issues and to promote national functional literacy. (AW)

ED 059 015 RE 003 983

Maxwell, Martha J.

Results of the Survey of the Literature on Methods and Materials in Reading.

Pub Date Dec 71
Note—15p.; Paper presented at the National Reading Conference, Tampa, Fla., Dec. 1971

Available from—National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Basic Reading, Beginning Reading, Educational Research, *Reading Instruction, *Reading Materials, *Reading Research, Research Criteria, Research Methodology, Research Needs, *Research Reviews (Publications), *Teaching Methods

This conference report summarizes the review of research on reading methods and materials done for Project 3 of the Targeted Research and Development Program on Reading. Critical evaluation of 948 research studies was made using the Gephart model. Of these, 244 studies were judged acceptable. It was concluded that most teachers combined and adapted many methods and much equipment to their particular needs. The existence of so many methods and materials for teaching beginning reading, based on the assumption that if beginning reading instruction is successful all subsequent instruction will also be successful, led investigators to conclude that a change of focus is needed and that more studies need to be done on the effectiveness of specific methods with various groups of older students. It was also concluded (1) that the rush to produce and acquire new materials should be replaced by more careful field tests of new materials before sale and more insistence on effectiveness before purchase; (2) that research on effectiveness of materials and methods should include adequate data on population studied, materials and methods used, and other information which can benefit teachers; and (3) that the present state of research leaves teachers with no evidence around which to design effective instructional methods. References are included. (MS)

ED 059 016 RE 003 984

Hedley, Carolyn N.

An Evaluation of the State Urban Education Program "Reading Diagnostic Center", District 10, New York City Board of Education.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.
Report No.—Pub-70-15
Pub Date Jun 70
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 2, Individualized Instruction, *Program Descriptions, *Program Evaluation, *Reading Diagnosis, *Reading Difficulty, Reading Instruction, Reading Research, Remedial Instruction, *Remedial Reading Programs, Small Group Instruction

The District 10 Reading and Diagnostic Center was funded by a grant from the New York State Urban Education program. The staff includes a coordinator who is a reading specialist, two teachers, and four paraprofessionals. Children receive instruction in small groups of five or work

individually with the machines and materials. The primary focus of the program is to serve second-grade children who are virtually nonreaders. An evaluation of the program was carried out through analysis of official records of the children in the program and a selected control group and through observations by qualified observers. Analysis of test results on 107 center children and 54 control children indicated an average gain in reading of 7 months for the center group versus an average gain of 2 months for the control group. Data gathered through observations and interviews also favored the program. Included in this report are a brief introduction to the program and its objectives, the evaluation design and procedures, the implementation of the program, and findings about the effectiveness of the program. It was recommended that the program be continued as it operated in the evaluation period. Tables are included. (AW)

ED 059 017 RE 003 985
Evaluation of State Urban Education Programs, District 10, New York City, Board of Education. 1970-1971 School Year.
 Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.
 Report No.—Pub-71-40
 Pub Date Jun 71
 Note—199p.

EDRS Price MF-\$0.65 HC-\$6.58
 Descriptors—*Basic Skills, Biculturalism, *Bilingual Education, Curriculum Development, Curriculum Evaluation, Guidance Counseling, Multisensory Learning, *Program Evaluation, Reading Instruction, *Reading Programs, Science Programs, *Urban Education

Seven New York City urban education programs were evaluated under the direction of the state urban education coordinator, and the evaluation reports on those programs are included here. The seven programs are: Strengthening Basic Skills in the Junior High School, Reading Diagnostic Centers, Multi-Sensory Stations, Guidance Interim Class, Bilingual Bicultural Program, Living Science Center, and Developmental Program in Personnel and Curriculum. Each report consists of sections on program objectives, evaluation objectives and procedures, program implementation, program effectiveness, and recommendations. Tables are included. (MS)

ED 059 018 RE 003 986
Evaluation of State Urban Education Programs, District 28, New York City Board of Education.
 Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.
 Pub Date 71
 Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—African American Studies, Communication Skills, Community Services, Corrective Reading, *Cultural Enrichment, Dropouts, Fine Arts, Guidance Services, *Job Training, Journalism, Negro History, Program Administration, *Program Evaluation, *Remedial Reading, *Urban Education

The administrative component and the following seven projects were described and evaluated: (1) Career Preparation for the Trucking Industry, which provided a combination of training for truck driving with preparation for a high school equivalency examination to 135 high-school dropouts; (2) Diagnosis and Special Instruction in Reading, which served in a clinic setting 150 children who were more than 2 years retarded in reading; (3) South Jamaica Improvement and Academic Center, which allowed 80 children to participate in a cultural enrichment program stressing African and black literature and culture; (4) Performing Arts Workshop of South Jamaica, which provided preschool and school children, dropouts, and young adults specialized training and performance experiences in all phases of art; (5) Guidance Reinforcement, which rendered guidance and counseling services to selected elementary and junior high school students; (6) Communication Skills and Dissemination of Community Information, which taught 25 teenage student-aides the fundamentals of journalism; and (7) Community Project in Black History, which focused on black studies and culture, trained 150 children in basic reading, and tried to foster individual artistic interests. Strengths and weaknesses of each project and improvement recommendations are also reported. Tables are included. (AW)

ED 059 019 RE 003 987
Evaluation of State Urban Education Quality Incentive Programs. District 19, New York City Board of Education.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.
 Pub Date Jun 71
 Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Family School Relationship, *Incentive Systems, Interviews, *Mathematics Instruction, Observation, Program Design, Program Effectiveness, *Program Evaluation, *Reading Diagnosis, Reading Instruction, Remedial Reading, *Teacher Education

Two State Urban Education Quality Incentive projects were implemented and coordinated within the administrative component in District 19, New York City Board of Education. One of the projects, STINT, provided 18 teacher trainers to give necessary support to 160 beginning and inexperienced teachers and to increase the academic achievement of their pupils in reading and mathematics. A second project, Diagnostic Reading, employed a full-time teacher to provide intensive remediation for children in grades 1 to 3 in two district schools. A full-time family assistant worked in conjunction with the teacher in a follow-up program of home-school relationships. Evaluations of the administrative component and both projects were carried out separately by means of interviews, conferences with involved personnel, observation, and analysis of project and personnel records. All three were found to be highly efficient and effective. This report gives information on program objectives, evaluation objectives and procedures, program implementation, evaluation results, and recommendations for improvement. Tables are included. (Author/AW)

ED 059 020 24 RE 003 988
 Lette, Eileen Evelyn

Tutoring: Its Effects on Reading Achievement, Standard-Setting and Affect-Mediating Self-Evaluation for Black Male Under-Achievers in Reading.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Education.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-0-E-021

Pub Date Jun 71
 Grant—OEG-5-70-0015(512)
 Note—159p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Standards, Cross Age Teaching, Doctoral Theses, Goal Orientation, *Lower Class Males, Negro Students, *Reading Achievement, *Reading Research, Self Evaluation, *Tutoring, *Underachievers

The effects of a tutor-tutee relationship on the reading achievement and achievement motivation of underachieving black male children were investigated. A group of 41 tutees and their controls as well as a group of 41 tutors and their controls, all from lower socioeconomic backgrounds, were randomly selected. All subjects were given a nonverbal IQ test and were pretested and post-tested on reading achievement. The tutors and their controls were also pretested and post-tested on two psychological variables: standard-setting and affect mediating self-evaluation for a task of forming words out of 10 scrambled four-letter words in 1 minute each trial for eight trials. The tutoring was conducted for 12 weeks. Analysis of obtained data yielded the following findings: (1) the tutees made significantly greater gains in reading achievement than their controls ($p < .05$), (2) the tutors made significantly greater gains in reading achievement than their controls ($p < .07$), (3) the tutors established a lower and more realistic standard than did the controls ($p < .01$), (4) the tutors took less time to make self-evaluations, and (5) the tutors did not administer positive self-evaluations more frequently than their controls. Tables, a bibliography, and appendixes are included. (AW)

ED 059 021 RE 003 989

Baker, Jean M. And Others

Bicultural Socialization: A Group Process Approach to Bilingual Instruction. Case Study Reports.

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71
 Grant—OEG-0-9-12011-3465
 Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anti Social Behavior, *Behavior Change, Bilingual Education, Case Studies (Education), *Group Behavior, *Leadership Training, Methods Research, Positive Reinforcement, *Reading Habits, Reading Interests, Rewards, Student Behavior

Three studies were carried out to explore and evaluate alternative methods of meeting the objectives of a bilingual education project. The first study explored children's book usage behaviors and how these behaviors were influenced by the requirement to fill out book reports and a reward reinforcement. It was found (1) that fewer children sampled books as a result of the report requirement, but those who did tended to stick with one book and read it more thoroughly and (2) that the reward reinforcement system had a significant effect on encouraging reading and reporting. The second case study investigated a second-grade boy's extremely disruptive behavior in the classroom. Recorded data showed that when the teacher used positive social reinforcement and a token system to encourage good behaviors, frequency of the disruptive behavior dropped immensely, but it climbed up again when the token system was discontinued. The third study dealt with children's leadership behaviors. Data on children's behavior were collected at different phases before and after a training on group participation and leadership. Results showed that the training had positive effects on children's behavior and attitude. Tables and charts are included. (AW)

ED 059 022 40 RE 003 990

Hargis, Charles H.

Contextual Use in Reading Performance as a Function of Type of Material and Level of Intelligence.

Kent State Univ., Ohio.
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Aug 70
 Grant—OEG-5-9-452204-0071
 Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cloze Procedure, *Context Clues, *Intelligence, Intermediate Grades, Reading Ability, *Reading Comprehension, *Retarded Children, Structural Analysis

A comparison was made of normal and retarded subjects' (1) ability to utilize context to supply appropriate words in material which has been altered in its contextual properties, (2) comprehension of material read as a function of overtly using context versus covertly using context, and (3) reading comprehension as a function of material properties—cloze procedure versus modified cloze procedure (nonsense syllable substituted for every deleted word) versus complete unaltered passage. Subjects were 60 mentally retarded (IQ's 55 to 70) and 60 normal (IQ's 100 to 115) children aged 10 to 12 years. Fifteen subjects from each diagnostic category were randomly assigned to one of four treatment groups receiving each type of material. Findings indicated that (1) normal and retarded subjects differed significantly in ability to use context, (2) overt and covert use of context did not have significantly different effects on reading comprehension, (3) there were no significant differences between reading comprehension scores on the cloze procedure passages and the unaltered passages, and (4) comprehension scores on the modified cloze passages differed significantly from those on the cloze passages and on the unaltered passages. Tables, references, and an appendix are included. (Author/AW)

ED 059 023 24 RE 003 991

Davis, Frederick B., Ed.

The Literature of Research in Reading with Emphasis on Models. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
 Bureau No.—BR-0-9030

Pub Date 71
 Contract—OEC-0-70-4790(508)
 Note—640p.

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—Educational Research, *Language Development, Language Research, Learning Theories, *Literature Reviews, *Models, Psycholinguistics, *Reading Processes, *Reading Research, Research and Development Centers, Research Reviews (Publications)

This final report of the Targeted Research and Development Program in Reading, Project 2, Literature Search, constitutes the results of a massive search of literature in the area of reading to find and synthesize all of the literature pertaining to models of reading development and process. General areas of models considered are language development and reading, learning to read, and the reading process. The first five sections describe the background and development of the search procedures, outline areas from which models are drawn and describe a number of models, and seek to synthesize the information obtained. The final sections contain 16 separate papers in the three general areas defined. Bibliographies follow each of the papers. (MS)

ED 059 024 RE 003 992

Bravo, Anne

An Evaluation of the Urban Education Program "Multi-Sensory Stations Program." District 10, New York City Board of Education.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.

Report No.—Pub-70-13

Pub Date Jun 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Audiovisual Instruction, Curriculum Enrichment, Interviews, *Paraprofessional School Personnel, *Program Evaluation, Questionnaires, Reading Improvement, *Reading Programs, *Remedial Reading Programs, Student Reaction, Teacher Response

The objectives of the program were to provide reading remediation and curriculum enrichment through the use of audiovisual resources and to train teachers in using new instructional media and developing new instructional techniques. The program was coordinated by a full-time teacher with the help of one paraprofessional assistant in each participating school. Mobile carts housing different equipment and materials were moved by the assistants from one classroom to another to provide individual, small group, and whole-group instruction. The target pupils were those evaluated to be below grade level. Evaluation was done through interviews, questionnaires, observations, and analysis of test results for an experimental group from four schools and a control group from six schools. The following findings were obtained: (1) a majority of children who participated in the program liked it, (2) there was a need for better communication with the children as to the methods and goals of the lessons, (3) the general performance was significantly lower in comprehension than in word recognition, (4) the experimental group made significantly greater gains over the control group ($p < .01$) on the Metropolitan Reading Achievement Test, and (5) teachers had mixed reactions to the program—the major problem identified was the relationship between teachers and the paraprofessional assistants. Recommendations were made for improvement and continuation of the program. (AW)

ED 059 025 RE 003 993

Bryan, William A.

The Effectiveness of a Developmental Reading Course in a College of Nursing.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Developmental Reading, Grade Point Average, *Nursing, *Program Effectiveness, Reading Comprehension, Reading Speed

Eighty-four freshmen nursing students at the University of Kentucky were randomly assigned to two experimental and two control groups. The experimental groups participated in a developmental reading program over a 10-week period, while the control groups were only allowed access to the library and encouraged to use the time for studying. Different forms of the Maintaining Reading Efficiency Test, History were used as pretest, post-1, and post-2 tests, administered respectively during the first week, immediately after the 10 weeks, and 5 months later. No initial significant differences were found

between the groups on all variables, but the post-tests showed significant differences favoring the experimental group on reading rate and efficiency and favoring the controls on reading comprehension. Post-1 test results indicated that the experimental groups improved significantly their reading rate and efficiency but dropped significantly in comprehension, while the controls experienced no significant change in reading rate or efficiency but improved significantly on comprehension. Post-1 and post-2 comparisons revealed a significant drop on all variables for both groups with the one exception being reading rate for the controls. No significant differences were found in between-group or within-group comparisons in predicted and earned grade-point averages. Tables and references are included. (AW)

ED 059 026 RE 003 996

Sticht, Thomas G. And Others

Determination of Literacy Skill Requirements in Four Military Occupational Specialties.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-71-23

Pub Date Nov 71

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude Tests, Arithmetic, Armed Forces, Diagnostic Tests, *Job Skills, *Literacy, Manuals, Military Organizations, *Military Personnel, *Readability, *Reading Ability, Remedial Programs, Screening Tests, Task Performance

Work Unit REALISTIC was undertaken by the Human Resources Research Organization to provide information concerning demands for reading, listening, and arithmetic skills in selected military occupational specialties and to provide information relevant to the matching of personnel literacy skills to job demands for such skills. This report describes results of research on (1) the relationship between the literacy skills of men in the military occupational specialties and their job proficiency, (2) the reading difficulty level of job printed materials and the extent of usage of these materials by men of different reading ability levels, (3) the extent to which men of differing reading ability levels ask questions of and listen for job information, and (4) the extent and nature of use of arithmetic by men of differing reading ability levels. Methods are discussed to reduce gaps between personnel literacy skill levels and the literacy demands of the jobs through job-oriented remedial literacy training or by redesigning the job literacy materials. Since reading ability was found to be most highly related to job proficiency, it is suggested that diagnostic, skill-oriented instruments be used for screening purposes. Tables, figures, references, and appendices are included. (AW)

ED 059 027 RE 003 998

Eoff, John E. Rohwer, William D., Jr.

A Developmental Study of Imagery Instructions in Noun-Pair Learning.

Pub Date Apr 72

Note—12p.; Paper presented at the meeting of the American Educational Research Association, Chicago, Ill., Apr. 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associative Learning, Behavioral Science Research, Grade 1, Grade 3, Grade 6, Grade 11, *Imagery, Learning Processes, Nominals, *Paired Associate Learning, *Verbal Learning, Word Recognition

A three-way design was used to assess the effect of imagery instructions in noun-pair learning. The three principal factors were instructions (imagery versus rehearsal versus control), presentation mode (words versus pictures), and grade (1, 3, 6, and 11). Sixty subjects were drawn from each grade and randomly assigned to the six conditions. Analysis revealed significant main effects for grades and presentation mode. Older subject learned significantly better than younger, and picture presentation resulted in significantly better results than word presentation. No interaction between grade and mode was noted. In the word mode, imagery instructions were effective only in the sixth- and eleventh-grade samples, whereas in the picture mode they facilitated performance in the third-grade samples as well. Tables and references are included. (Author/MS)

ED 059 028

RE 004 002

Downing, John

Reading in America as Compared with Great Britain.

Pub Date 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Cross Cultural Studies, Educational Trends, *Foreign Countries, *Reading Instruction, Reading Processes

General comparisons are made between American and British reading instruction, and outstanding commonalities and differences between the two countries are emphasized. Both, for example, believe in the necessity for careful early instruction, and both believe in the importance of reading as a skill. Differences exist in attitudes toward learning to read. The author characterizes the Americans as being more curriculum-centered—concerned with what has to be done and with reading as an academic discipline. On the other hand, he characterizes the British as being more child-centered—concerned with instruction and with the development of reading as a learning tool. (MS)

ED 059 029 24 RE 004 006

Rosner, Jerome

Phonic Analysis Training and Beginning Reading Skills.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Pub-1971-19

Bureau No.—BR-5-0253

Pub Date 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Tests, *Beginning Reading, *Phonics, Reading Instruction, Reading Readiness, *Reading Research, *Word Recognition, Word Study Skills

The purposes of the study were to determine whether phonic analysis training could be used to prepare children to be successful on the Auditory Analysis Test (AAT) of phonic skills and to then relate phonic knowledge to reading performance. Subjects were 40 first graders in suburban Pittsburgh who had attended kindergarten together. A group of 16 of the 40 children were judged not ready (NR) for reading. They were divided randomly into experimental (E) and control (C) groups and distributed equally in two classrooms with other children (R). Experimental group children received 37 auditory perception sessions for 15 to 20 minutes daily until all had mastered requisite skills. The AAT was administered to all 40 children, and comparisons were made between R and NR groups and between E and C groups. Post-test results indicated significant differences between R and NR groups, between E and C groups, and between R and C groups, but not between R and E groups. Training apparently was effective in teaching phonic analysis skills necessary for successful performance on the AAT, and phonic skills were related to readiness. Tables and references are included. (MS)

ED 059 030 RE 004 008

An Evaluation of the Croft In-Service Reading Program.

District of Columbia Public Schools, Washington, D.C.

Pub Date Oct 71

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *In-service Teacher Education, Junior High Schools, Program Effectiveness, *Program Evaluation, Questionnaires, *Reading Programs, Secondary School Teachers, Teacher Response, *Word Study Skills

The Croft In-Service Reading Program was one program selected for the inservice training of the District of Columbia public school teachers. It proposed to help teachers at every grade level to acquire the skills and knowledge necessary to be successful in teaching word attack skills, but was mainly designed for elementary teachers. An evaluation of the program's effectiveness was carried out by sending questionnaires to teachers in the evaluation sample after the completion of their training. Data received from 148 elementary teachers and 55 junior high school teachers were

analyzed. It was concluded that (1) the Croft approach to teaching word attack skills had value for both elementary and junior high teachers; (2) the children taught by the Croft approach improved their word attack skills significantly; (3) the Croft diagnostic tests helped to diagnose student weaknesses quickly and accurately and provided an effective method of grouping according to skill needs; and (4) the Croft program can be used with junior high students, and the materials and methods are relevant. It was recommended that the Croft program be continued. Tables and appendices are included. (AW)

ED 059 031 RE 004 009

An Interim Report of a Summer Institute in Teaching Reading: An Eclectic Approach to Reading.

District of Columbia Public Schools, Washington, D.C.

Pub Date Mar 70

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Organization, *Content Reading, *Inservice Teacher Education, Intermediate Grades, Interpersonal Relationship, Parent Participation, Participant Satisfaction, Program Evaluation, Questionnaires, *Reading Instruction, Reading Skills, *Summer Programs, Teacher Aides, *Teaching Techniques

A 4-weeks summer reading institute with emphasis on reading skills in the content areas was held in 1969. The program was designed for teachers and students from grades 4 to 6, parents, innovation team members, and teacher aides from the Model School Division. Intensive effort was made to provide teachers with special skills in classroom organization, teaching methodology, and the use of current materials and programs. Content reading skills were highlighted through establishment of curriculum laboratories in mathematics, social studies, and science. Teachers were introduced to language experience, linguistics, and individualized reading instruction techniques. The first days of the Institute were spent in establishing interpersonal relationships to emphasize effects of personal interactions in the teaching-learning situation. An evaluation instrument was designed and administered to the participants to seek background information and to assess individual attitudes and expectations. A student checklist was also given to participating children. Response data were analyzed and reported in detail. Tables and appendices are included. (AW)

SE

ED 059 032 SE 004 165

NASA Facts, Weightlessness.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date 67

Note—4p.

Available from—Publications Distribution, National Aeronautics and Space Administration, Washington, D.C. 20546 (Free to teachers)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, Aerospace Technology, Force, General Science, Instructional Materials, Physical Sciences, Reading Materials, *Secondary School Science

Identifiers—NASA, *Space Sciences

Weightlessness and how it can be artificially produced is described in this pamphlet written for junior high school students. The pamphlet is one of the NASA Facts Science Series (each of which consists of four pages) and is designed to fit in the standard size three-ring notebook. Review questions, suggested activities, and references are included. (PR)

ED 059 033 SE 004 166

NASA Facts, Spacecraft Tracking and Communication.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date 67

Note—4p.

Available from—Publications Distribution, National Aeronautics and Space Administration, Washington, D.C. 20546 (Free to teachers)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, *Communications, General Science, Instructional Materials, Reading Materials, *Secondary School Science, *Tracking

Identifiers—NASA

The various systems for communicating with manned and unmanned spacecraft are described in this pamphlet written for general science students. The pamphlet is one of the NASA Facts Science Series (each of which consists of four pages) and is designed to fit in the standard size three-ring notebook. Review questions, suggested activities, and references are included. (PR)

ED 059 034 SE 004 167

NASA Facts, The Countdown.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date 67

Note—4p.

Available from—Publications Distribution, National Aeronautics and Space Administration, Washington, D.C. 20546 (Free to teachers)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, *Elementary School Science, *General Science, Instructional Materials, Reading Materials, Tracking

Identifiers—NASA

This pamphlet describes the preparations for launching a giant Atlas, Gemini (Titan 11), or Saturn launch vehicle. The material is intended for use in elementary general science. The pamphlet is one of the NASA Facts Science Series (each of which consists of four pages) and is designed to fit in the standard size three-ring notebook. Review questions, suggested activities, and references are included. (PR)

ED 059 035 SE 012 482

Thrush, Paul W., Comp.

A Dictionary of Mining, Mineral and Related Terms.

Department of the Interior, Washington, D.C. Bureau of Mines.

Pub Date 68

Note—1,275p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$8.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Definitions, *Dictionaries, *Earth Science, Geology, *Natural Resources, Reference Books, Resource Materials

This dictionary contains about 55,000 terms with approximately 150,000 definitions. These terms are of both a technical and local nature and apply to metal mining, coal mining, quarrying, geology, metallurgy, ceramics and clays, glassmaking, minerals and mineralogy, and general terminology. Petroleum, natural gas, and legal mining terminology, unless of a general nature, has been excluded, as has been foreign terminology where there is an English equivalent. Those Spanish-American and Mexican terms still used in the Southwestern United States have been retained. Many terms are identified by the country or area of origin. Others can be identified by examining the source following each definition. These sources are completely identified, with full bibliographical information, in the list of authorities and sources in the back of the dictionary. A consultation of this list can also aid in establishing the recency of the definition. (Author/PR)

ED 059 036 SE 012 596

Renetzky, Alvin, Ed. Flynn, Barbara J., Ed.

NSF Factbook. Guide to National Science Foundation Programs and Activities.

Pub Date 71

Note—425p.

Available from—Academic Media, Division of Computing and Software, Inc., 32 Lincoln Avenue, Orange, New Jersey 07050

Document Not Available from EDRS.

Descriptors—Educational Finance, *Federal Aid, *Federal Programs, Fellowships, Financial Support, Foundation Programs, *Grants, Research, Science Education, *Scientific Research

Identifiers—*National Science Foundation

This publication is a thorough guide to National Science Foundation (NSF) programs and activities. Research activities and science education programs supported by NSF during the fiscal

year 1970 are reviewed in part one of this volume. Comprehensive listings of NSF grants and awards are presented in the second section which includes a list of research projects grouped by science fields and subgrouped by states. Each entry provides the name of the college, name of the person receiving the grant, title of the research, length (in months) of the grant, and amount of the grant. A number of other lists are included in this section: development and improvement of institutional science programs, computing activities in education and research, specialized research facilities support, national research programs, science education programs, and individuals offered fellowships and traineeship awards. NSF personnel, advisory committees and panels are listed in part three. The fourth section describes NSF programs to support scientific research with eligibility and proposal deadline information provided. The fifth section contains information about NSF legislation. Appended are descriptions of NSF career opportunities. (PR)

ED 059 037 SE 013 106

Porter, D. I. R.

A School Approach to Technology.

Schools Council, London (England).

Report No—Curr. Bull. No. 2

Pub Date 67

Note—87p.

Available from—Her Majesty's Stationery Office, P. O. Box 569, London SE1, England

Document Not Available from EDRS.

Descriptors—*Comparative Education, *Curriculum, Educational History, Interdisciplinary Approach, International Education, Mathematics, Science Units, Secondary Education, Technical Education, *Technology, Vocational Education

Identifiers—*England

The historical study of the changing place of technical education in English schools since 1851 shows that there is now, for the first time since 1895, support for the view that technical education is not something to be reserved for the artisan, manager, or designer, but is an essential part of secondary education for all. An examination of social, economic and educational background indicates that a variety of reasons must be considered in adapting the secondary school curriculum to modern conditions. Existing methods of adapting curricula, and the experience of technical and craft teaching in Europe, make it feasible to teach craft and science with a technological flavor and in a creative way. (In Part II, specific suggestions to assist schools to teach science, craft and mathematics in the context of solutions to practical problems are illustrated by descriptions of teaching approaches to six topics suitable for use in the upper secondary school.) (AL)

ED 059 038 SE 013 132

Thorsland, Martin N. Wesley, Joseph C.

An Instructional Exploration in College Physics.

The Use of Audio-Tutorial Methods in Introductory Physics at Cornell University.

Pub Date 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audio Video Laboratories, Audio-Instructional Laboratories, *College Science, Course Descriptions, *Curriculum Development, *Instruction, Instructional Innovation, *Physics, Teaching Procedures

Members of the Physics Department and the Science Education Department have combined their efforts to implement an audio-tutorial (A-T) mode of instruction in an introductory physics course for non-physical science majors. In the A-T approach, a tape-guided discussion is integrated with various student activities such as laboratory work, viewing film-loops, observing and conducting demonstrations, and solving problems. Self-pacing, integration of activities, concentration of effort, lessons which are tested presentations, variety of approaches, and immediate feedback are aspects of A-T which are stated as being very attractive. An outline of the development of A-T materials is given as starting with a trial effort in 1969-1970 and a larger trial in 1970-1971 including changes in response to feedback. A description of the course and facilities are provided. The methods of evaluation are bi-weekly quizzes and oral presentations and discussion of laboratory reports. (Author/TS)

ED 059 039

SE 013 148

Jerman, Max

Instruction in Problem Solving and an Analysis of Structural Variables That Contribute to Problem-Solving Difficulty.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Report No.—TR-180

Pub Date 12 Nov 71

Note—129p.; Psychology and Education Series

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Arithmetic, Computer Assisted Instruction, *Educational Research, *Elementary School Mathematics, Grade 5, *Mathematics Education, *Problem Solving, Programed Instruction

This report is divided into two parts. The first part contains the major sections of the author's doctoral dissertation comparing the effects of two instructional problem-solving programs. The fifth grade students in six classes (three schools) were randomly assigned to the two programs: The Productive Thinking Program, a commercially-available sequence which develops general problem-solving skills and contains no mathematics; and the Modified Wanted-Given Program, an experimental sequence which emphasizes the structure of arithmetical problems. Both sequences were presented in programmed form and took 16 consecutive school days. Fifth grade students in two classes in a fourth school acted as a control group. Every student received a pretest, posttest and a follow-up test seven weeks later. Each test battery measured several other skills besides problem solving. On an analysis of covariance, no significant differences were found between the two methods of instruction and the control, nor was any significant sex difference found. The second part of this report reviews the variables used in previous studies of problem solving using teletype terminals, and then applies the same regression techniques to verbal problems selected from the dissertation study described in the first part. (MM)

ED 059 040

SE 013 150

Apollo 13, Houston, We've Got a Problem.

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-EP-76

Pub Date 70

Note—28p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.75 1970-384-459)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Instructional Materials, Lunar Research, Photographs, Resource Materials

Identifiers—NASA, *Space Sciences

The dramatic events of Apollo 13 are summarized in this collection of photographs, descriptions, and portions of dialog between the astronauts and Mission Control. What was planned as the third manned lunar landing resulted in a perilous rescue with the lunar module serving as a lifeboat to supply necessary power after an explosion disabled the command module over 200,000 miles out from Earth. (PR)

ED 059 041

SE 013 151

Space Station: Key to the Future.

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-EP-75

Pub Date [71]

Note—44p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, *Astronomy, Earth Science, Instructional Materials, Resource Materials

Identifiers—Space Age, *Space Sciences

The possible applications, advantages and features of an advanced space station to be developed are considered in a non-technical manner in this booklet. Some of the areas of application considered include the following: the detection of large scale dynamic earth processes such as changes in snow pack, crops, and air pollution levels; the development of new industrial processing and technology in space, such as metal foam, growing crystals, and levitation melting; scientific research in astronomy, life science, and physics. The space station design and environ-

ment as well as the space shuttle transportation system are described. Many large drawings illustrate the space station and its operation. (PR)

ED 059 042

SE 013 152

Apollo 8, Man Around the Moon.

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-EP-66

Pub Date 68

Note—28p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Earth Science, Instructional Materials, *Lunar Research, Photographs, Resource Materials

Identifiers—*Space Sciences

This pamphlet presents a series of photographs depicting the story of the Apollo 8 mission around the moon and includes a brief description as well as quotes from the astronauts. The photographs show scenes of the astronauts training, the Saturn V rocket, pre-flight preparation, blast off, the earth from space, the lunar surface, the earth-based tracking and communication antennae, and recovery operations. (PR)

ED 059 043

SE 013 153

Fifty Years of Aeronautical Research.

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-EP-45

Pub Date 67

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aerospace Technology, *Aviation Technology, Research Projects, Resource Materials, *Science History, *Technological Advancement

Identifiers—NASA

This booklet contains a detailed review of the aeronautical research conducted at Langley Research Center during the 50 years after its construction in 1917 as the first research laboratory for the National Advisory Committee for Aeronautics. The research is discussed in five parts, by decades: 1917-27, 1928-37, 1938-47, 1948-57, 1958-67. Photographs of aircraft are presented throughout the review. (PR)

ED 059 044

SE 013 154

This is NASA.

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-EP-22

Pub Date Jun 71

Note—23p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.60, Stock No. 3300-0396)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, *Federal Programs, Program Descriptions, Resource Materials, Scientific Research, Technology

Identifiers—NASA, *Space Sciences

The mission of the National Aeronautics and Space Administration (NASA) is space exploration and research in space and aeronautics for peaceful purposes and for the benefit of all mankind. The organization and programs which have been established to carry out this mission are described. Full color illustrations for the book were selected from the NASA Fine Art Program. (Author/PR)

ED 059 045

SE 013 155

Log of Apollo 11.

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-EP-72

Pub Date 70

Note—12p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.35, Stock No. 0-356-826)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Instructional Materials, *Lunar Research, Photographs, Resource Materials

Identifiers—NASA, Space Age, *Space Sciences

The major events of the first manned moon landing mission, Apollo 11, are presented in chronological order from launch time until arrival

of the astronauts aboard the U.S.S. Hornet. The log is descriptive, non-technical, and includes numerous color photographs of the astronauts on the moon. (PR)

ED 059 046

SE 013 159

Teaching Mathematics in Secondary Schools.

Department of Education and Science, London (England).

Report No.—Ed-Pam-36

Pub Date 68

Note—156p.

Available from—Her Majesty's Stationery Office, P.O. Box 569, London SE1, England

Document Not Available from EDRS.

Descriptors—Algebra, Arithmetic, *Curriculum, Geometry, *Instruction, Mathematics Education, *Secondary School Mathematics

Identifiers—England, *Mathematics History

This pamphlet offers information and advice to secondary school mathematics teachers in England. The background is set in the first three chapters, entitled "The History of Mathematics Teaching in England," "The Present Position in the Secondary School," and "The First Stages" (a brief review of elementary school mathematics). The next three chapters consider important details in the curriculum, under the headings "Some Comments on the Syllabus at the Secondary Stage," "The Sixth Form" (that is, mathematics specialists), and "Mathematics for Ordinary Pupils." The authors point out common errors in instruction and suggest improvements in content and approach. The last three chapters deal with the relation of school mathematics to science and geography; problems of teaching, including setting assignments and tests; and a brief history of mathematics, with comments on its applications to teaching. (MM)

ED 059 047

SE 013 160

Learning About Space.

Department of Education and Science, London (England).

Report No.—Edu-Pam-55

Pub Date 69

Note—84p.

Available from—Her Majesty's Stationery Office, P.O. Box 569, London SE1, England

Document Not Available from EDRS.

Descriptors—*Aerospace Education, *Aerospace Technology, *Astronomy, Elementary School Science, Resource Materials, *Science Activities, Secondary School Science, *Teaching Guides

Identifiers—England, *Space Sciences

This book is a teacher's guide to activities in the areas of space studies and is designed to help teachers with minimal background identify the most profitable topics in space studies as well as the links between these and other subjects. The activities suggested have been chosen for pupils between the ages of five and sixteen. Activities are presented in chapters which emphasize building space understanding through mathematics, through science, through astronomy, through meteorology, and through geography. (PR)

ED 059 048

SE 013 165

Drug Abuse in the Elementary School, An Instructional Bulletin.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No.—EC-341

Pub Date 70

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Drug Abuse, *Drug Education, *Elementary Grades, *Fundamental Concepts, Health Education, Instructional Materials, *Learning Activities, Social Sciences, *Teaching Guides

This resource guide has been developed to assist elementary school teachers in offering instruction on the subject of drug education. Divided into two sections for grades K-3 and 4-6, each section offers suggested concepts and activities "providing opportunities for pupils to develop wholesome attitudes and knowledge enabling them to make wise personal choices concerning the proper use of drugs and other toxic materials and abstain from any form of drug abuse." Topics for grades K-3 are: (1) food and nonfood substances, and (2) the values of nonfood substances. For grades 4-6, the topics consider: (1) the effects of experimentation with drugs and other harmful substances, and (2) alternatives to

drug abuse. Resource information in the form of a list of pupil-teacher resource materials, stories for pupils, glossary of slang terms associated with drug abuse, and a list of narcotics and dangerous drugs, their source, properties, methods of use, and effects, complete this teacher's guide. (BL)

ED 059 049 SE 013 166

Morris, Carl Rolph, John

Introduction to Statistics and Data Analysis With Computer Applications I.

Rand Corp., Santa Monica, Calif.

Report No.—P-4695

Pub Date Sep 71

Note—121p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—College Mathematics, *Computer Oriented Programs, Correlation, *Data Analysis, Hypothesis Testing, Multiple Regression Analysis, *Statistical Analysis, *Statistics, Transformations (Mathematics)

This document consists of unrevised lecture notes for the first half of a 20-week in-house graduate course at Rand Corporation. The chapter headings are: (1) Histograms and descriptive statistics; (2) Measures of dispersion, distance and goodness of fit; (3) Using JOSS for data analysis; (4) Binomial distribution and normal approximation; (5) Estimation and hypothesis testing; (6) Correlation and regression; (7) Multiple correlation and multiple regression; (8) Testing in correlation and regression; and (9) Transformations of data, stepwise regression, partial correlation. The level is pre-calculus, and the computer is used to teach techniques. The participants use a specially designed package of statistical programs (JOSS), available through a computer terminal, and the notes frequently display computer input and output. Included in the notes are homework assignments, a final test paper, and standard statistical tables. (MM)

ED 059 050 SE 013 167

Morris, Carl Rolph, John

Introduction to Statistics and Data Analysis With Computer Applications II.

Rand Corp., Santa Monica, Calif.

Report No.—P-4696

Pub Date Sep 71

Note—121p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—Analysis of Variance, College Mathematics, *Computer Oriented Programs, *Data Analysis, Nonparametric Statistics, *Statistical Analysis, Statistical Surveys, *Statistics, Transformations (Mathematics)

This is the second half of the course described in SE 013 166. The chapter headings are: (10) Sample surveys; (11) Analysis of variance; (12) Use of analysis of variance for adjustment of data; (13) Exploratory data analysis; (14) Plotting and computing; (15) Logit regression for binary data; (16) Transformations and distribution-free inference; and (17) Distribution-free statistical tests. (MM)

ED 059 051 SE 013 175

The First Lunar Landing as Told by the Astronauts.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—NASA-EP-73

Pub Date 70

Note—54p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.75, No. 0-376-460)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Instructional Materials, *Lunar Research, Photographs, Resource Materials

Identifiers—NASA, Space Age, *Space Sciences

This brochure contains a transcript of the Apollo 11 post-flight press conference, in which the astronauts discussed the scenes shown in 40 photographs taken during the mission. These photographs are included in the brochure. Most are in color. The conference concluded with a question and answer interview of the astronauts. (PR)

ED 059 052 SE 013 176

Apollo 12, A New Vista for Lunar Science.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—NASA-EP-74

Pub Date 70

Note—24p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.65 0-372-723)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Instructional Materials, *Lunar Research, Photographs, Resource Materials, Scientific Research

Identifiers—NASA, *Space Sciences

Man's second lunar landing. Apollo 12, provided a wealth of scientific information about the moon. The deployment of the magnetometer, seismometer, and ionosphere detector, and other activities on the lunar surface are described. A number of color photographs show the astronauts setting up equipment on the moon as well as close-ups of the lunar surface. Some illustrations are a full page in size. (PR)

ED 059 053 SE 013 177

Apollo 14: Science at Fra Mauro.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—NASA-EP-91

Pub Date 71

Note—96p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C., 20402 (\$1.25 1971-0-415-283)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Technology, Earth Science, Instructional Materials, *Lunar Research, Photographs, Resource Materials, Scientific Research

Identifiers—NASA, *Space Sciences

The many scientific activities and experiments performed during the Apollo 14 Mission are presented in a descriptive, non-technical format. Content relates to experiments on the lunar surface and to those performed while traveling in space, and provides a great deal of information about the flight. Many photographs from the journey, a map of the lunar walk, and a summary of highlights of manned space flights are included. (PR)

ED 059 054 SE 013 178

Space Shuttle.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—NASA-EP-77

Pub Date 71

Note—11p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.25 - Stock No. 3300-0386)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Federal Programs, Instructional Materials, Reading Materials, *Technological Advancement

Identifiers—NASA, *Space Sciences

The plans for utilizing reusable space shuttles which could replace almost all present expendable launch vehicles are briefly described. Many illustrations are included showing the artists' concepts of various configurations proposed for space shuttles. (PR)

ED 059 055 SE 013 179

NASA Facts, Orbits and Revolutions.

National Aeronautics and Space Administration,

Washington, D.C.

Pub Date 68

Note—4p.

Available from—Publications Distribution, National Aeronautics and Space Administration, Washington, D.C. 20546 (Free to teachers)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, Instructional Materials, *Physics, Reading Materials, *Secondary School Science

Identifiers—NASA, *Space Sciences

This pamphlet is intended for senior high physics students. It contains information on the sidereal and synodic periods of revolution of an orbiting satellite, including their calculation. This pamphlet is one of the NASA Facts Science Series (each of which consists of four pages) and is designed to fit in the standard size three-ring notebook. Review questions, suggested activities, and references are included. (PR)

ED 059 056

SE 013 180

NASA Facts, Solar Cells.

National Aeronautics and Space Administration,

Washington, D.C.

Pub Date 68

Note—4p.

Available from—Publications Distribution, National Aeronautics and Space Administration, Washington, D.C. 20546 (Free to teachers)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, *Electricity, Electronics, Instructional Materials, Reading Materials, Secondary School Science, *Solar Radiation, *Transistors

Identifiers—NASA

The design and function of solar cells as a source of electrical power for unmanned space vehicles is described in this pamphlet written for high school physical science students. The pamphlet is one of the NASA Facts Science Series (each of which consists of four pages) and is designed to fit in the standard size three-ring notebook. Review questions, suggested activities, and references are included. (PR)

ED 059 057 SE 013 181

Anderson, David A.

Aeronautics, America in Space: The First Decade.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—EP-61

Pub Date 70

Note—30p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, *Aviation Technology, Instructional Materials, Reading Materials, Research, Resource Materials, Science History, Technological Advancement

Identifiers—NASA

The major research and developments in aeronautics during the late 1950's and 1960's are reviewed descriptively with a minimum of technical content. Topics covered include aeronautical research, aeronautics in NASA, The National Advisory Committee for Aeronautics, the X-15 Research Airplane, variable-sweep wing design, the Supersonic Transport (SST), hypersonic flight, today's aircraft, helicopters and V/STOL aircraft, research for spacecraft, air-breathing power plants, and reduction of engine noise. Many photographs and illustrations are utilized. (PR)

ED 059 058 SE 013 182

Corliss, William R.

Spacecraft Power, America in Space: The First Decade.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—NASA-EP-59

Pub Date 70

Note—26p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Electrical Systems, Electric Batteries, *Electricity, Instructional Materials, *Radioisotopes, Secondary School Science, *Solar Radiation

Identifiers—NASA, *Space Sciences

The various electric power sources suitable for use aboard spacecraft are described in this booklet. These power sources include batteries, fuel cells, solar cells, RTGs (radioisotope thermoelectric generator), and nuclear fission power plants. The introductory sections include a discussion of power requirements and the anatomy of a space power plant. Photographs, illustrations and diagrams are used throughout. (PR)

ED 059 059 SE 013 183

Code-Name: Spider, Flight of Apollo 9.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—NASA-EP-68

Pub Date 69

Note—38p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.40 0-334-445)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Instructional Materials, Lunar Research, Photographs, Resource Materials
Identifiers—NASA, *Space Sciences

Apollo 9, an earth orbiting mission during which the Lunar Module was first tested in space flight in preparation for the eventual moon landing missions, is the subject of this pamphlet. Many color photographs and diagrams of the Lunar Module and flight activities are included with a brief description of the mission. (PR)

ED 059 060

SE 013 185

Weather in Motion.

National Aeronautics and Space Administration,

Washington, D.C.

Report No.—NASA-EP-79

Pub Date 70

Note—9p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Aerospace Technology, Communication Satellites, *Earth Science, *Environmental Education, Instructional Materials, *Meteorology, Photography
Identifiers—NASA, *Space Sciences

The ATS-111 weather satellite, launched on November 18, 1967, in a synchronous earth orbit 22,000 miles above the equator, is described in this folder. The description is divided into these topics: the satellite, the camera, the display, the picture information, and the beneficial use of the satellite. Photographs from the satellite are included. (PR)

ED 059 061

SE 013 188

Krulik, Stephen

A Mathematics Laboratory Handbook for Secondary Schools.

Pub Date 72

Note—107p.

Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pa. 19105

Document Not Available from EDRS.

Descriptors—*Activity Learning, Curriculum, Individualized Activities, *Individualized Instruction, *Laboratories, Mathematical Enrichment, Mathematics Education, *Secondary School Mathematics, *Worksheets

The major part of this book consists of 36 activities for secondary school mathematics laboratories. Each activity is presented in the form of a carefully-worded direction sheet which may be copied for individual use by the students. Activities are grouped in five categories: (1) Pre-Algebra, (2) Algebra, (3) Geometry, (4) Topology, and (5) Probability and Statistics. Some of the activities are strictly for enrichment, but most could be used as an integral part of a standard instructional sequence. The book also contains a discussion of the rationale of a mathematics laboratory, with suggestions for its organization, and an annotated list of commercially available materials. (MM)

ED 059 062

24

SE 013 189

Comprehensive School Mathematics Program, Basic Program Plan.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2875

Pub Date 70

Note—283p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activity Units, *Curriculum Development, *Elementary School Mathematics, *Individualized Instruction, Logical Thinking, Mathematical Logic, Mathematics Education, *Secondary School Mathematics
Identifiers—*Project Comprehensive School Mathematics Program

This document reports the present status of the Comprehensive School Mathematics Program (CSMP). Three major components are described: (1) the criteria used for content selection and the role of staff and consultant mathematicians in its analysis; (2) the rationale for choosing the activity packages, organizational plans for producing and testing the materials, and preliminary results of the pilot testing of Grade 3 packages; and (3) the objectives, structure and production of a course intended for the upper 20 percent of the high school population, which stresses the use of

formal logical language. An appendix contains a sample mathematician's outline, a sample activity sequence outline, and a sample activity from the Activity Package Program. A second extensive appendix details the contents of the books for the Elements of Mathematics Program. Other appendices list staff, conferences and materials produced to date. (MM)

ED 059 063

SE 013 219

Directory of Physics & Astronomy Faculties in North American Colleges & Universities 1971-1972.

American Inst. of Physics, New York, N.Y.

Report No.—AIP-Pub-R-135-10

Pub Date Oct 71

Note—181p.

Available from—American Institute of Physics, 335 East 45 Street, New York, New York 10017 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Astronomy, *College Science, *Directories, *Faculty, Indexes (Locators), *Physics, Universities

This report, the thirteenth edition, lists over 2,000 colleges and universities in the United States, Canada, Mexico, and Central America which offer college level courses in physics or astronomy. The listings of the institutions and their personnel are arranged geographically by state in the body of the Directory. There is also an alphabetical index of the institutions and of the approximately 10,000 academic physicists and astronomers. (Author/TS)

ED 059 064

SE 013 223

Bachert, Russel E., Jr., Comp.

Directory of Degree Programs Related to Conservation, Ecology, Environmental Education, Environmental Science, Outdoor Education, & Natural Resources.

Conservation Education Association, Billings, Mont.

Pub Date 71

Note—33p.; Education.....Key to Conservation Series No. 7.

Available from—Interstate Printers & Publishers, Danville, Illinois 61832 (No. 1439)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Majors, *College Programs, *Conservation Education, Degrees (Titles), *Directories, Ecology, *Environmental Education, *Natural Resources, Outdoor Education, Program Descriptions

Nearly 150 environmental programs at approximately 120 colleges and universities in the United States and nine programs at three Canadian universities are described in this directory. Entries are made alphabetically by state. Each includes the name and address of the individual to be contacted for further information, the program name and degrees available, and a descriptive annotation of the program. (PR)

ED 059 065

SE 013 224

Industry/Government Teleconference on Pollution Control. Proceedings National Telecast and Local Panel Sessions.

National Association of Manufacturers, New York, N.Y.

Pub Date May 71

Note—139p.

Available from—National Association of Manufacturers, 277 Park Avenue, New York, New York 10017 (\$8.00)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Environmental Criteria, *Government (Administrative Body), *Industry, Laws, Pollution, Quality Control, Question Answer Interviews, *Telecommunication

Proceedings of the closed-circuit Teleconference on Pollution Control conducted by the National Association of Manufacturers on May 26, 1971 are supplied in this compendium. Edited transcripts are provided for the national programs and local panel sessions. Seeking to bring business and government together for cooperative problem solving, the association's objectives were to: (1) provide industry with much needed and up-to-date information on federal and state rules and regulations in this rapidly changing field, and (2) bring directly to government officials the questions of industrial concerns regarding the administration, formulation, and enforcement of anti-pollution laws and regulations. National programs include a discussion with the Honorable

Russell E. Train of national and international policy aspects of environmental quality control, Senator Edmund S. Muskie's views on legislative aspects of pollution control, and panel discussions on: (1) administering the 1970 amendments to the Air Pollution Control Act, (2) implementing the Refuse Act of 1899 and the Federal Water Pollution Control Act, and (3) enforcing the Refuse Act of 1899 and the Federal Water Pollution Control Act. Local programs held in 22 cities permitted representatives of the Environmental Protection Agency, the Corps of Engineers, and state and regional environmental agencies to answer questions from industry representatives attending the Teleconference. (BL)

ED 059 066

SE 013 230

Mitchellmore, June A.

Tropical Biological Drawings with Notes.

Pub Date 68

Note—60p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—*Biology, Foreign Countries, *Instructional Materials, *Laboratory Manuals, Secondary School Science, Teaching Guides, *Textbooks

Identifiers—*Africa

The annotated illustrations of biological specimens useful for illustrating the "tropical" topics dealt with in African secondary school biology courses are designed to serve a two-fold purpose. The diagrams are intended to show the pupil the structures he should be looking for in his laboratory work, with the textual material being an addition to his class notes. It is also intended to assist teachers new to tropical countries to become familiar with appropriate organisms to use in biology teaching. Topics covered include flower structure and pollination; seed structure, dispersal and germination; modifications of stems, leaves and roots, including food storage and vegetative reproduction; plant life cycles; complete and incomplete insect metamorphosis; and structure of fish, amphibians, reptiles, birds, and mammals. Notes on the biological and economic importance of the forms illustrated are usually included. A species index and a short bibliography are also included. (AL)

ED 059 067

SE 013 236

Environment and the Schools. Pioneer Programs Set the Pace for States and Districts.

National School Public Relations Association, Washington, D.C.

Pub Date 71

Note—\$5p.; Education U.S.A. Special Report Available from—National School Public Relations Association, 1201 16th Street, N.W., Washington, D.C. 20036 (\$4.00 Stock #411-12782)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comprehensive Programs, Educational Programs, *Environmental Education, *National Surveys, Reports, Schools

An overview of environmental education programs throughout the United States is presented in this Education U.S.A. Special Report by the National School Public Relations Association. Six statewide and seven local programs are described which represent comprehensive and well conceived plans and display outstanding features. However, most programs lacked in some degree three criteria advocated by many authorities in the field: (1) environmentalism should be worked into every subject in the curriculum, (2) environmental education should be part of the school program from kindergarten through high school, and (3) environmental education should operate throughout the entire school year, with some summer experience outdoors if possible. Developments in higher education are also noted together with national programs of environmental education, the philosophy and objectives of environmental education, and a summary of the Environmental Education Act of 1970. (BL)

ED 059 068

SE 013 237

Elementary School Health Education Curriculum Guide.

Texas Education Agency, Austin.

Report No.—Bull-715

Pub Date 71

Note—209p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, *Comprehensive Programs, *Conceptual Schemes, *Curriculum Guides, *Elementary Grades, Fundamental Concepts, *Health Education, Instructional Materials, Learning Activities, Teaching Guides

Continuity in the development of a comprehensive health education program for kindergarten through sixth grade is the goal of this curriculum guide for teachers. It is designed to encourage discussion and build concepts rather than to give specific information. Ten basic instructional areas and accompanying central concepts are identified: (1) community health; (2) environmental health and safety; (3) prevention of communicable diseases; (4) chronic and degenerative diseases; (5) consumer health; (6) health and fitness for daily living; (7) growth and development; (8) sex education for family living; (9) the use and abuse of tobacco, alcohol, and other drugs; and (10) nutrition. Each content area is divided into two levels, primary and intermediate, and outlines the major concept, subconcepts, behavioral objectives, content, motivating questions, and suggested learning experiences. Sources of print and non-print materials are appended. (BL)

ED 059 069 SE 013 238

Alden, John D.

The National Engineers Register: A Final Report. Engineers Joint Council, New York, N.Y. Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date 31 Dec 71
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, *Engineers, *Occupational Surveys, *Reports, Surveys
Identifiers—*Engineers Joint Council

This report summarizes the experience of Engineers Joint Council (EJC) in operating the National Engineers Register under contract with the National Science Foundation as part of the National Register of Scientific and Technical Personnel. EJC has also included its recommendations for the most effective operation of a national roster of engineers whenever such is required at a future date. Described are: the history of society involvement, criteria and coverage of engineers included in the register, national register operations, alternatives to a national engineers register, and recommendations for improving the system. (Author/TS)

ED 059 070 SE 013 239

Riggs, Roderick D.

A Study of Junior College Level Physics in German Speaking Europe.

Jackson Community Coll., Mich.
Pub Date 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Science, *Comparative Education, Curriculum, *Instruction, International Education, *Junior Colleges, *Physics, Student Characteristics, Student Evaluation
Identifiers—Austria, Switzerland, United States, West Germany

The purpose of this study was to analyze physics instruction in West Germany, Austria, and German-speaking Switzerland at levels comparable to junior colleges in the United States, and to compare this with the physics instruction offered at Jackson Community College (Jackson, Michigan). The investigator spent four months interviewing faculty and students in the various types of high schools, engineering colleges, and universities in the three countries. His findings are reported under three headings: Students, Curriculum, and Evaluation. The first section summarizes the distribution of sex, age and socioeconomic status of the students, average class loads, admission and graduation ratios, and the sizes of the various institutions. The second section compares the level, rigidity and objectives of the physics curricula, the methods of conducting classes, and the associated mathematical requirements. The third section covers the examination requirements and procedures for admission and graduation at the different levels. A large part of the paper is then devoted to an interpretation of these findings and a comparison with physics education in junior colleges in the United States. (MM)

ED 059 071 SE 013 240

Resources, Number 39. Some Highlights of 1971.

Resources for the Future, Inc., Washington, D.C.
Pub Date Jan 72

Note—24p.

Available from—Resources for the Future, Inc., 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environment, Environmental Influences, *Management, *Natural Resources, Political Issues, Preservation, *Quality Control, *Social Action, Social Welfare

Focusing on some significant events of 1971 relating to the use and management of natural resources, this report points out that environmental concern is coming of age. Government activities, congressional messages and action, major court cases, and citizen action are reviewed in the light of growing public acceptance of environmental quality as an important goal of national policy. Measures aimed at controlling degradation and preserving the environment are highlighted. Areas of concern include pollution, solid wastes, recycling, nuclear and atomic energy, weather and hurricane modification, effluent taxes and regulations, petroleum prices, expropriation of foreign owned property and resulting compensation, electricity rate structures, international rules for fisheries, preparations for the 1972 U.N. Conference on the Human Environment, development of new towns, creation and implementation of land use policies, and forest management. (BL)

ED 059 072 SE 013 245

Piaget, Jean

Structuralism.

Pub Date 70

Note—153p.

Available from—Basic Books, 404 Park Avenue South, New York, New York 10016 (\$5.95)

Document Not Available from EDRS.

Descriptors—Biology, Linguistics, Logic, Mathematics, *Philosophy, Physics, *Psychology, Social Sciences

Provided is an overview of the analytical method known as structuralism. The first chapter discusses the three key components of the concept of a structure: the view of a system as a whole instead of so many parts; the study of the transformations in the system; and the fact that these transformations never lead beyond the system but always engender elements that belong to it and preserve its laws. Subsequent chapters illustrate this concept as it appears in mathematics and logic (group theory, general algebra); physics and biology (structural models of causality, homeostasis); psychology (the laws of Gestalt, the structure of intelligence); linguistics (synchronics, generative grammars); social sciences (analytic, global and anthropological structuralism); and philosophy (dialectic, epistemology). In addition to his own work, Piaget explains and evaluates that of such figures as Nicholas Bourbaki, Noam Chomsky, Michel Foucault, Kurt Godel, Immanuel Kant, Wolfgang Kohler, Claude Levi-Strauss, Karl Marx, Ferdinand de Saussure, and H. Sinclair de Zwart. A final chapter summarizes the history and theses of structuralism, and estimates the future contribution of this method. (MM)

ED 059 073 SE 013 246

EQ Index, 1971.

National Wildlife Federation, Washington, D. C.

Pub Date 71

Note—100p.

Available from—National Wildlife Federation, 1412 16th Street, N.W., Washington, D.C. 20036 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Conservation Education, *Environmental Education, Environmental Influences, *Instructional Materials, Natural Resources, Perception, *Quality Control, Teaching Guides, *Unit Plan

To assess the status of our environmental quality and determine if we are winning or losing the campaign to save our environment, the National Wildlife Federation has developed this "EQ" kit. Multi-media materials help measure one's attitudes and activities in the areas of air, water, forests, wildlife, minerals, and soil conservation. Living space, recycling wastes, and population are also considered. Six elements constitute the kit: (1) a filmstrip, (2) printed narration, (3) record to accompany the filmstrip, (4) "To Save The Earth" booklet, a three-step program for direct community action, (5) EQ Reference

Guide and bibliography of source and background materials, and (6) 25 reprints of the "1971 EQ Index." School classes, civic groups, community centers, and family groups can utilize the materials as a study unit about the environment, an analysis of what is happening to resources, and a consideration of what can be done to improve the environment. (BL)

ED 059 074

SE 013 248

Simons, Eugene M., Ed.

Science Policy Reviews, Volume 4 Number 4.

Battelle Memorial Inst., Columbus, Ohio.

Pub Date 71

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Environment, Literature Reviews, *Policy, Policy Formation, Pollution, Resource Materials, *Sciences, *Technology, World Affairs

Presented in this quarterly publication are reviews, highlights, and 402 annotated bibliographic references from current and international literature in the area of science and public policy. The term "science" is used here to denote both engineering and technology as well as science. The literature reviewed includes books, reports, and periodical articles and focuses on matters of broad public policy; that of a highly technical and narrowly specialized nature is not covered. In addition to the bibliographic entries, this issue includes three articles: (1) "Whither Science and Technology?" a thought-provoking observation on the new look of today's scientific and technological climate; (2) "Influences on the Course of Science and Technology," an analysis of the forces exerted by society through industrial organizations, the Government, and the public, which are pushing the scientific/technological establishment; and (3) "Israel-Egypt Science Gap," an interpretation of observations gained from touring research facilities, written in the form of a treatise comparing Israel's and Egypt's abilities to utilize science and technology for national purposes. Both an author index and a subject index to Volume Four are incorporated in this issue. (BL)

ED 059 075

SE 013 249

Sax, Joseph L.

Defending the Environment. A Strategy for Citizen Action.

Pub Date 71

Note—252p.

Available from—Alfred A. Knopf Company, 501 Madison Avenue, New York, New York 10022 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Citizen Participation, *Civil Rights, Democratic Values, *Environment, *Legislation, Social Action, Social Welfare

The necessity and possibility for citizens to reassert their right to determine the fate of their own environment is advocated in this book by Joseph L. Sax, a professor of law. He demonstrates how this can be done by carrying the battle into the courtrooms of the nation and restoring democracy to environmental disputes. Such action can be accomplished by the effective use of certain established procedures already at the judiciary's disposal; by the creative application of basic legal principles to specifically ecological matters; and by the passage and utilization of a model law for citizens' environmental rights. By removing the barriers to environmental litigation which persist in the face of a national crisis, the courts can become a forum for citizen participation in democratic processes and a catalyst for legislative action. (BL)

ED 059 076

SE 013 250

Keller, Mark, Ed.

Quarterly Journal of Studies on Alcohol, Volume 32 Number 4, Part B, Documentation.

Pub Date Dec 71

Note—160p.

Available from—Quarterly Journal of Studies on Alcohol, Rutgers University, New Brunswick, New Jersey 08903 (\$15.00 Subscription, \$4.50 single copy)

Journal Cit—Quarterly Journal of Studies on Alcohol; v32 n4, Part B, December 71

Document Not Available from EDRS.

Descriptors—*Abstracts, *Alcoholism, *Behavioral Sciences, *Bibliographic Citations, Indexes (Locators), Literature, Periodicals, Reference Materials, Research

Abstracts of current research related to alcohol problems and allied subjects are contained in this quarterly journal. Subject areas cover physiology-biochemistry, metabolism of alcohol, determination of alcohol, psychology, psychiatry, treatment of alcoholism, intoxication and its treatment, medical complications in alcoholism, social aspects, epidemiology and statistics, education and propaganda, legal aspects, alcohol and safety, alcoholic beverages, and nonethyl alcohols. (BL)

ED 059 077 SE 013 267

Heiser, Ed

Environmental Education.

Billings Public Schools, Mont.; Eastern Montana Coll., Billings.

Pub Date Jan 72

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Elementary Grades, *Environmental Education, *Experimental Programs, Interdisciplinary Approach, Outdoor Education, *Program Descriptions, Program Development, Reports, Resident Camp Programs

Furnished in this comprehensive report is a resume of a five-year experimental program in environmental education conducted by the Eastern Montana College Laboratory School in conjunction with Eastern Montana College and the Billings School District #2. The basic purpose of the program is to make teachers, and in turn students, aware of the possibilities of studying the outdoors right outside their classrooms. This learning can then enhance the culminating activity of field instruction at a resident school camp. The resume gives a brief history, definition and statement of the need for environmental education, together with a summary of the objectives, content, curriculum, financing, management, and growth of the environmental education program from 1966 to 1971. Guidelines for establishing an interdisciplinary environmental education program are outlined, based on an evaluation instrument prepared by Dr. Helen Grilley, Eastern Montana College. This cites principles, objectives, methods used including pre-planning, follow-up, and evaluation, and curriculum experiences in seven subject areas. Numerous appendices present administrative details, camp program schedules, and teacher workshop information. (BL)

ED 059 078 SE 013 268

The New Environmental Education Program of the U.S. Office of Education.

Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 71

Note—38p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.30 Stock No. 1780-0889)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Agency Role, Educational Programs, *Environmental Education, *Federal Aid, *Federal Programs, *Projects

Summarized in this descriptive brochure are the establishment and current development of the environmental education program in the U. S. Office of Education. An account of the initial planning and financial support systems forms the introduction followed by major emphasis on representative projects for fiscal year 1971. Examples include multidisciplinary studies in the formal school system, informal education projects, museums and libraries, state planning organizations, and diverse action groups. The appendix outlines how 1971 grants were made, charts the three-phase proposal selection process, and draws tables and a map for distribution of proposals submitted and grants awarded. (BL)

ED 059 079 SE 013 271

Busbee, Cyril B.

Outdoor Laboratory Development.

South Carolina State Dept. of Education, Columbia.

Pub Date 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Facilities, *Guides, *Laboratories, Natural Resources, *Outdoor Education, Planning, *Site Development, Site Selection

Guidelines for developing an outdoor, educational laboratory are offered in this booklet.

Stress is placed on establishing a laboratory that can be used with all aspects of the school's existing curriculum. Items regarding organization of a planning and guidance committee, user requirements, construction considerations to maintain the natural environment, and unique design features are elaborated. Also included is a checklist to aid in identifying environmental-conservation activities that can be conducted on school property, a bibliography, and a sample layout plan for an outdoor laboratory. (BL)

ED 059 080 SE 013 273

Library Bulletin [International Planned Parenthood Federation].

International Planned Parenthood Federation, London (England).

Pub Date Nov 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Books, Classification, Demography, *Family Planning, Indexes (Locators), *Library Collections, *Population Trends, Publications, *Reference Materials

Resources located in the International Planned Parenthood Federation (IPPF) Headquarters Library are inventoried in this library bulletin. Entries follow the IPPF classification scheme and are arranged by topics: (1) general office management and administration; (2) contraceptive methods; (3) family planning (general); (4) United Nations, conferences, etc.; (5) population-Africa, America, Asia, Europe, Oceania, U.S.S.R.; (6) religious, moral, ethical, and political attitudes to family planning; (7) medical; (8) education, including sex and population education; and (9) communication, publicity, history, etc. The name of the publisher/supplier and British currency price of the book are supplied for each notation with an alphabetical list of publisher/suppliers and their addresses appended. An alphabetical list of authors is also included together with classification numbers for cross-references. (BL)

ED 059 081 SE 013 276

Nicodemus, Robert B.

Annotated Bibliography on Change in Education in England and America with an Emphasis on Science Education.

Chelsea Coll. of Science and Technology, London (England).

Pub Date Dec 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), *Annotated Bibliographies, *Comparative Education, *Curriculum, *Educational Change, Educational Research, *Innovation, International Education, Science Education

Identifiers—England

Short comments introduce each section of this bibliography designed to "introduce the teacher who wishes to do research in some aspects of change in science education to the relevant literature." The emphasis is on science education in England and Wales, but a large number of the entries are of United States origin and concern U. S. curriculum projects or research. Articles were not included in the bibliography unless they were research based or contained opinions which appear to have made a unique contribution to the literature. The following sections are included: guides to sources and bibliographies; models of analyses; methodology and statistics; comparative studies; general and recent references; general references for education in England; studies of change in education—multiple innovations; studies of change in science education, in special programs in education, in social studies education, and in humanities education. The section on multiple innovations is subdivided into historical and case studies; sources of innovation; characteristics of innovation; adoption diffusion process; effects; and four sections on the receivers of the innovation: individuals, groups, institutions, and systems and geographic areas. (AL)

ED 059 082 SE 013 279

Exploring the World. An Environmental Education Handbook for Students.

Billings Public Schools, Mont.; Eastern Montana Coll., Billings.

Pub Date Feb 72

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Elementary Grades, *Environmental Education, Instructional Materials, Learning Activities, Research, *Student Projects, *Study Guides, Unit Plan

Written principally for students in grades five through seven, this handbook furnishes experiments, investigations, and field studies for students to complete largely on their own. Gaining a foundation of the skills and knowledge to become environmentally literate citizens is the goal of the activities. Units of study consider plant ecology, aquatic ecology, plot studies, environmental degradation, geography, and measurement. Each exercise outlines general background information, objectives, and procedures for conducting the activity followed by a data sheet to record the observations. A key to the woody plants of the Beartooth Mountains is appended. (BL)

ED 059 083 SE 013 280

Vleck, Charles W.

Effective Use of Patterns in Arithmetic for Individualized Instruction.

Northwest Regional Educational Lab., Portland, Oreg.

Pub Date Mar 70

Note—10p.; Field Paper 36

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, *Class Organization, *Elementary School Mathematics, *Individualized Instruction, Instruction, Mathematics Education, *Televized Instruction, Video Tape Recordings

This pamphlet offers hints to teachers on how to use the Patterns in Arithmetic series (a set of videotaped lessons) to individualize instruction. The suggestions cover preliminary preparation, procedure while viewing the lesson and immediately afterward, the physical arrangement of the equipment and tapes, and the prescription of different types of follow-up work according to students' ability. (MM)

ED 059 084 SE 013 281

News-Letter 5/71.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, Educational Development, *Educational Planning, *Educational Policy, Elementary Schools, *International Education, Newsletters, Program Descriptions, Secondary Schools, Universities

Identifiers—*Europe

Press extracts report educational developments in Europe from July to October 1971. References are made to Austrian curriculum reform; subsidies for Belgian community education; reform of the elementary and lower-secondary schools, and the establishment of compulsory sex education in primary schools in Denmark; language teaching in French nursery and primary schools; the French education budget; an expert commission on the French teaching profession; German educational plans and budget, higher education building program, and the expansion of Telekolleg to provide more televised education courses; university status for the Iceland teacher training college; drug abuse in Ireland; a new five year plan for Italian education; full-time and part-time compulsory education in the Netherlands; Swiss comprehensive education; immigrant education in Sweden and the United Kingdom; educational resolutions of political parties in the United Kingdom; and teacher training in Scotland. A speech proposing a European center for educational studies is summarized. Belgian, French, Swiss, and Italian reports are in French; the remainder, in English. (AL)

ED 059 085 SE 013 282

Island Natural Science School.

Toronto Board of Education (Ontario).

Pub Date 70

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conservation Education, *Ecology, *Grade 6, *Instructional Materials, Learning Activities, *Manuals, Natural Resources, *Outdoor Education, Student Projects, Units of Study (Subject Fields)

Prepared for students in grade six attending the Island Natural Science School, Toronto, Ontario, Canada, this booklet offers information and suggests activities in the areas of ecology, conserva-

tion, natural resources, and outdoor recreation. Introductory material describes island lore, its formation and significant features, followed by units of study on conservation, ecology, biology, plants, animals, pond ecology, birds, bees, weather, geology, and farming. The workbook format allows students to write in answers to questions asked or note observations gained from the learning activities. General background information on the subject is also provided. Outdoor pursuits, the final unit, offers ideas for orienteering, bait casting, archery, target shooting, and survival. Follow-up activities, references, equipment lists, and general statements about ecology conclude this student manual. (BL)

ED 059 086 SE 013 286

Joseph, Nelda And Others

Authorized Course of Instruction for the Quin-
mester Program, Mathematics: Geometry.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Curriculum Guides, *Geometry, Instruction, Mathematics Education, Objectives, Plane Geometry, *Secondary School Mathematics, Student Evaluation, Textbooks

Identifiers—*Quinmester Program

Outlined are the minimum requirements for a quinmester course of introduction to high school geometry. After a description of the course content and overall goals, further details are presented in nine sections. Each section gives performance objectives, textbook references, content (including lists of vocabulary and associated properties), and suggested teaching strategies. The material covered includes angles, parallels, perpendiculars, congruent and similar triangles, inequalities and constructions. There is an emphasis on the use of simple visual aids in developing the initial concepts. The pamphlet closes with sample posttest items and a bibliography of selected textbooks and audiovisual materials. (MM)

ED 059 087 SE 013 287

Huffman, Richard

Authorized Course of Instruction for the Quin-
mester Program, Space Science.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aerospace Education, *Astronomy, Course Content, Course Descriptions, Earth Science, Program Descriptions, Resource Materials, Science Activities, *Secondary School Science

Identifiers—Quinmester Program, *Space Sciences

The booklet contains information about an experimental space science survey course which explores the tools and methods used to study space. Included are a list of 22 performance objectives, an outline of the content in the course, lists of experiments, demonstrations, and projects for the course and the books in which these are to be found, a list of report topics, a list of 16mm films related to space, references, and other information. (PR)

ED 059 088 SE 013 288

Moore, Mary N. Rose, Patricia

Authorized Course of Instruction for the Quin-
mester Program, Mathematics: Survey of Al-
gebra I.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, Curriculum, *Curriculum Guides, *Geometry, Instruction, Mathematics Education, Objectives, *Secondary School Mathematics, Student Evaluation, Textbooks

Identifiers—*Quinmester Program

Outlined are the minimum requirements for a quinmester course intended to strengthen a student's experience in a first algebra course, prior to entry to high school geometry and the second algebra course. After a brief description of overall goals and strategies, further details are presented in eight sections. Each section gives performance objectives, course outline, suggested strategies, and textbook references. The material covered includes rational numbers, integer ex-

ponents, polynomials, radicals, quadratic equations and systems of linear equations. Also included are an algebraic puzzle, suggested word problems, a list of vocabulary, a pretest, and a posttest - all with answers provided. (MM)

ED 059 089 SE 013 294

Wilson, Lois Fair

The Discovery Approach to Mathematics.

Pub Date Feb 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, Diagrams, Educational Games, *Elementary School Mathematics, *Instruction, *Laboratories, *Mathematics Education, Measurement, Number Concepts, Set Theory

Summarized are presentations made at a one-day teachers' workshop organized by the Bicultural Socialization Project to discuss the materials to be used in mathematics learning centers in the project classrooms. The first chapter discusses the basic philosophy, whereby pupils are to be encouraged to enjoy the discovery of mathematical relationships through their own activities. Two chapters discuss the mechanics of making assignment cards and of keeping records. Three chapters center on particular themes: pictorial representation (mappings, pictures, charts, set diagrams, tables), number (set description, classification, counting), and linear measurement (length, capacity, weight). A final chapter describes some games which can be used to give practice in number appreciation. Appended is an annotated bibliography on the laboratory approach to the teaching of elementary school mathematics. (MM)

ED 059 090 SE 013 297

Perin, Constance

With Man in Mind: An Interdisciplinary Pros-
pectus for Environmental Design.

Pub Date 70

Note—185p.

Available from—MIT Press, Cambridge, Massachusetts (\$7.50)

Document Not Available from EDRS.

Descriptors—Behavioral Sciences, *Design Needs, *Environment, Environmental Influences, Human Engineering, *Individual Needs, *Interdisciplinary Approach, Social Sciences

A new organizing principle of environmental design centering around people and their priorities is constructed in this book. Several analyses of differing approaches to behavioral and social research which have a bearing upon man's environment are offered. It is suggested that we apply interdisciplinary research, already in the state of the art, to design problems and that the designer take a new look at people needs. The intent is to overcome the conceptual gap between what we do to make and change the environment and what people require from it. To this end, collaboration toward a theory of human nature for environmental design joining the designer and the public will be required. By amplifying the designer's awareness of people's priorities and values, the designer is challenged to develop innovative physical responses going beyond those now in existence. This study is intended primarily for people concerned with how to deal with environmental problems related to design, urban and regional planning, housing, and public administration. (BL)

ED 059 091 SE 013 299

Griffith, Charles J. And Others

Environmental Practice, the New Conservation.

Pub Date 71

Note—185p.

Available from—The Izaak Walton League of America, Suite 806, 1800 North Kent Street, Arlington, Virginia 22209 (\$1.25)

Document Not Available from EDRS.

Descriptors—Action Programs (Community), *Activities, *Citizen Participation, Community Action, Community Involvement, *Environment, Environmental Education, *Social Responsibility

Environmental concern and involvement in solving environmental problems are the themes emphasized in this handbook. It offers suggestions for citizen groups who wish to contribute more effectively to a better environment. They are encouraged to start at the local level, where pollution and environmental degradation begin. If they

want others to act and live more compatibly with the environment and if they want to influence others' value judgements, they must show by their own examples that this is possible. EP (Environmental Practice) is discussed in this manner for individuals, children, teachers, schools, the community, and government. Several survey and question sheets are included in the appendix on: environmental issues, water body usage, effluents, run-off, lake shore development attitudes, land usage, and community compatibility. There is also a model ordinance establishing municipal environmental/conservation commissions and a citizen action checklist. (BL)

ED 059 092 SE 013 300

Turk, Amos And Others

Ecology, Pollution, Environment.

Pub Date 72

Note—217p.

Available from—W.B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105

Document Not Available from EDRS.

Descriptors—Biological Sciences, Ecology, Environment, *Environmental Education, *Higher Education, *Instructional Materials, Physical Sciences, Pollution, *Supplementary Textbooks

Elements of environmental science and how the science is related to the more traditionally established disciplines are explored in this supplementary text. Two aspects of environmental science are considered—subject matter and decision making. Relevant background material in the physical sciences is presented under the following topics: ecology, agricultural environments, pesticides, radioactive wastes, air pollution, water pollution, solid wastes, growth of human populations, thermal pollution, and noise. Study problems are given in each chapter with numerical answers provided for those requiring computations or mathematical reasoning. The second aspect deals with the decisions people make about environmental problems. A discussion of social problems and issues is offered to show how various scientific and economic factors must be taken into account so that final judgements do not lead to unwanted results. Bibliographic references appear at the end of each chapter with the appendix giving information on units of measurement and chemical formulas. The text would be useful for students in an introductory environmental science course as well as supplement a standard course in biology or chemistry. (BL)

ED 059 093 SE 013 308

Modernization of Mathematics Teaching in Eu-
ropean Countries. Colloque International
UNESCO.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 68

Note—572p.

Available from—ERIC/SMEAC, 1460 West Lane Avenue, Columbus, Ohio 43221 (on loan)

Document Not Available from EDRS.

Descriptors—Conference Reports, *Curriculum, Elementary School Mathematics, *Instruction, Instructional Materials, *International Education, *Mathematics Education, Modern Mathematics, Secondary School Mathematics, *Teacher Education

Identifiers—UNESCO

This book reports the proceedings of a colloquium of European mathematics educators organized by UNESCO in 1968. Papers and discussion center on four main considerations: (1) Mathematics in contemporary society, including recent advances in mathematics, penetration of mathematics into other domains, the influence of computers, and the objectives of mathematics teaching; (2) Curriculum and instruction, including new teaching methods and new courses of study, the role of the teacher, use of materials, and extra-curricular activities; (3) Teacher education, including desired qualifications, methodological training, coordination with other sciences, in-service education, and the growth of professionalism; and (4) International cooperation, with suggestions for exchange of teachers and education information and materials. Forty papers are presented, most of them dealing with secondary school mathematics teaching. The speakers include H. Freudenthal, A. Krygowska, G. Papy, W. Servais, and H. Steiner. Each paper is printed in English, French or Russian, with abstracts in the other two languages. (MM)

ED 059 094

SE 013 312

Evans, Thomas P.
Flanders System of Interaction Analysis and Science Teacher Effectiveness.

Pub Date Mar 70

Note—23p.; Paper presented at the annual NARST meeting, Minneapolis, Minnesota, March 8, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, *Instruction, *Interaction Process Analysis, *Research Reviews (Publications), *Secondary School Science, Teacher Characteristics
 Identifiers—Flanders System of Interaction Analysis

The Flanders system of Interaction Analysis is used to determine whether a teacher is indirect or direct in his approach to motivation and control in the classroom. The system describes, rather than evaluates, teacher behaviors in the order in which they occur, in any subject at any level. It does not, however, include nonverbal behaviors and student-student interaction. A review of ten studies using the system in science classes provides evidence that the technique is useful for identifying some aspects of science teacher effectiveness. But, because of the limitations of the research design and the Flanders system, contradictory and inconsistent results, and inadequate descriptions of the design in many studies, no clear relationship between teaching style and teacher effectiveness can be shown. Recommendations concerning appropriate criterion measures, modifications of Flanders' system, research design and reporting, and further questions for analysis, arise from the review. (AL)

ED 059 095

SE 013 333

Groth, Ned And Others

Air Pollution in the San Francisco Bay Area. Final Report of the Stanford Workshop on Air Pollution.

Stanford Univ., Calif.

Pub Date 70

Note—380p.

Available from—Milieu Information Service, Triton Building, 33 East Fernando Street, San Jose, California 95113 (\$10.00)

Document Not Available from EDRS.

Descriptors—Agencies, *Air Pollution Control, Case Studies, *Environmental Influences, Field Studies, Industry, Pollution, Public Opinion, *Reports, *Research, *Student Projects

Presented in this compendium is the final report of the Stanford Workshop on Air Pollution, one segment of the SWOPSI Program (Stanford Workshops on Political and Social Issues). The workshop's goals were to apply the techniques of a scientific research team to Bay Area air pollution problems; to study all aspects of air pollution in detail; to analyze and digest the information gathered, suggesting possible solutions to problems; and to make the findings available to the community in such a way that appropriate actions might be generated. To this end, the information contained in this record attests to these activities. Findings, judgements, opinions, attitudes, photographic and statistical data, and conclusions are stated for the three areas of research: (1) industry, especially industry with large-scale pollution problems; (2) the Bay Area Air Pollution Control District (BAAPCD); and (3) the public, both the man-on-the-street level and the level of organized clean air interest groups. Overall, the report is designed to provide the average non-technical reader with detailed factual information about air pollution problems, the nature of possible solutions, and the political process by which solutions are implemented. (BL)

ED 059 096

SE 013 334

Frary, Robert B.

Formative Evaluation of the Individualized Mathematics System (IMS).

National Lab. for Higher Education, Durham, N.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-5-0248

Pub Date Oct 71

Note—208p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Achievement Gains, Behavioral Objectives, Curriculum Development, *Curricu-

lum Evaluation, *Elementary School Mathematics, *Individualized Curriculum, *Instructional Materials, Manipulative Materials, Mathematics Education

Identifiers—Project Individualized Mathematics System

An evaluation of the first year of operation of the elementary part of the Individualized Mathematics System (IMS) is reported in this document. The opening section describes the IMS course, where re-usable workpages guide students to work individually, often using manipulative materials, to meet carefully defined objectives at nine levels. The evaluation covered four aspects: curriculum adequacy, material effectiveness, cost effectiveness, and learning effectiveness. The means used included the following: reports by Joseph Scandura and Robert Gagne on the IMS structure and methods (reprinted in full); teacher surveys at training workshops and three times during the year; reports and meetings of evaluation coordinators (one in each of the 23 participating schools); and standardized student achievement tests. Estimates of pupil progress in IMS are extrapolated from the overall test results, and results in four selected schools are analyzed in more detail. Observations on the implementation and usage of the IMS materials are drawn from the verbal reports. The evaluation shows that IMS is meeting most of its goals, but several recommendations for specific improvements and extensions are derived. (MM)

ED 059 097

SE 013 337

Guide to Programs, National Science Foundation Fiscal Year 1972.

National Science Foundation, Washington, D.C.

Report No—NSF-71-22

Pub Date 71

Note—85p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.75 - Stock No. 3800-0107)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Financial Support, Grants, Guides, International Programs, National Programs, *Research Proposals, *Scientific Research
 Identifiers—*National Science Foundation

This guide is designed to provide summary information about support programs of the National Science Foundation and is intended as a source of general guidance for institutions and individuals interested in participating in these programs. Program listings describe the principal characteristics and basic purpose of each activity, eligibility requirements, closing dates (where applicable), and the address from which more detailed information, brochures, or application forms may be obtained. (Author/CP)

ED 059 098

SE 013 339

Environment Information ACCESS, Volume 2 Number 2.

Environment Information Center, New York, N.Y.

Pub Date 15 Jan 72

Note—81p.

Available from—Environment Information Center, Inc., 124 East 39 Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1,000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation,

renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with current conferences and subject, industry, and author indexes. (BL)

ED 059 099

SE 013 340

Hydrocarbons and Air Pollution: An Annotated Bibliography. Part I, Categories A to E and Part II, Categories F to M and Indexes.

National Air Pollution Control Administration (DHEW), Raleigh, N.C.

Report No—NAPCA-AP-75

Pub Date Oct 70

Note—1,183p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$5.00 per two volume set)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Air Pollution Control, *Annotated Bibliographies, Ecological Factors, Environmental Influences, Indexes (Locaters), Pollution, *Reference Materials, *Scientific Research

This two-part bibliography represents an effort to collect, condense, and organize the literature on the hydrocarbons in relation to air pollution. The approximately 2,300 documents abstracted are all included in the information storage and retrieval system of the National Air Pollution Control Administration's (NAPCA) Air Pollution Technical Information Center (APTIC). Most of them are from recent literature, 1959-1970. Abstracts are arranged in 13 categories: general; emission sources; atmospheric interaction; measurement methods; control methods; effects - human health; effects - plants and livestock; effects - materials; effects - economic; air quality measurements; legal and administrative; standards and criteria; and basic science and technology. A subject index, a geographical location index (United States and Foreign), an author index, and a title index follow the abstracts; they refer to the abstracts by category letter and APTIC accession number. This bibliography is composed only of selected references and is intended as a balanced sample of available literature. (BL)

ED 059 100

SE 013 341

Norman, Maxwell H.

College Students Look at the 21st Century.

Pub Date 72

Note—392p.

Available from—Winthrop Publishers, 17 Dunster Street, Cambridge, Massachusetts 02138

Document Not Available from EDRS.

Descriptors—*Anthologies, Economics, Ethics, *Higher Education, *Instruction, Overpopulation, *Social Problems, *Student Publications, Technology, Values

Twenty-two extracts from the writings of authorities in a number of fields are included in this anthology intended for use in college courses concerned with the implications of trends in cybernetics, economics, resource use, transportation, communication, genetics, population, psychology, religion, oceanography, education, and space travel for future human welfare. Each extract is introduced by a Phoenix College student, who also contributes a short essay on the topic of the extract. Discussion questions are included for each selection. Most of these questions have ethical, moral or philosophical implications. (AL)

ED 059 101

SE 013 342

Holdren, John Herrera, Philip

Energy, A Crisis in Power.

Pub Date 71

Note—255p.; A Sierra Club Battlebook

Available from—Sierra Club, 1050 Mills Tower, San Francisco, California 94104 (\$2.75)

Document Not Available from EDRS.

Descriptors—Case Studies, *Citizen Participation, *Conflict, *Electricity, *Energy, Environmental Influences, Fuel Consumption, *Pollution, Thermal Environment

The demand of Americans for more and more power, particularly electric power, contrasted by the deep and growing concern for the environment and a desire by private citizens to participate in the public decisions that affect the environment is the dilemma explored in this book. Part One by John Holdren, offers a scientist's overview of the energy crisis, examining the sources and consumption of energy in the United

States. He considers fossil fuels, hydroelectric energy, nuclear fission, energy use, thermal pollution, climate, tomorrow's energy supply, and some aspects of the demand, describing how production of power inevitably leaves its mark upon the environment. Part Two by Philip Herrera, reports a journalist's account of remarkable efforts by concerned citizens to protect the environment from the effects of power-activated air, water, and landscape pollution. Case studies of some of the major recent controversies over the placement and operation of power plants are given, summarizing their conflicts and resolutions. Together, the author's observations and recommendations raise hope that the United States can find a rational solution to its energy crisis. (BL)

ED 059 102 SE 013 375
Environment Information ACCESS, Volume 2
 Number 3.

Environment Information Center, New York, N.Y.

Pub Date 1 Feb 72

Note—78p.

Available from—Environment Information Center, 124 East 39 Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. Additional sections deal with current environment-related conferences and subject, industry, and author indexes. (BL)

ED 059 103 SE 013 390
Acquisitions List No. 41, January 1972.

Planned Parenthood-World Population, New York, N.Y. Katherine Dexter McCormick Library.

Pub Date Jan 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Books, *Contraception, *Demography, Environmental Influences, *Family Planning, Periodicals, Population Trends, Reference Materials

The Acquisitions List of demographic books and articles is issued every two months by the Katherine Dexter-McCormick Library. Divided into two parts, the first contains a list of books most recently acquired by the Library, each one annotated and also marked with the Library call number. The second part consists of a list of annotated articles, classified according to the Planned Parenthood-World Population (PPWP) Coding System, which have been selected from the 150 scientific and professional journals received by the Library. The purpose of the list is to assist PPWP Affiliates and other organizations in easily arranging their informational materials in a systematic scheme. A form for ordering xeroxed copies of articles is included. (BL)

ED 059 104 SE 013 403
Emmie, Charles M.

Teaching Upper Elementary Science Using Theory-Laboratory Sequence and Laboratory-Theory Sequence Methods of Instruction. Final Report.

Graceland Coll., Lamoni, Iowa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-G-022

Pub Date 15 Dec 71

Grant—OEG-7-71-0011(509)

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Atomic Structure, *Cognitive Processes, *Concept Formation, Educational Research, *Elementary School Science, Evaluation, Scientific Concepts, *Teaching Methods

This study compared the relative effectiveness of teaching selected science concepts associated with the study of atoms and molecules to fourth and sixth grade students, using two contrasting teaching methods: (1) laboratory-theory sequence, and (2) theory-laboratory sequence. The sample of 99 students in one school was taught the science units through method (1), and 158 students in another school were taught the same science concepts using method (2). Analysis of covariance techniques were used, with IQ and general science achievement as covariates. Findings included the following: the laboratory-theory sequence method was a better way to teach science concepts in the fourth grade; the theory-laboratory sequence method was a better way to teach science concepts in the sixth grade; the concepts taught were too difficult for most fourth grade students but not too difficult for sixth grade students; concept retention after three months was extremely high for most of the students; sixth grade boys in the theory-laboratory sequence method scored significantly higher than girls; and there was no significant interaction between the treatment groups and IQ ability groupings. (Author/PR)

ED 059 105 24 SE 013 404
Pearce, Ella Elizabeth

Curriculum Design for Junior Life Sciences Based Upon the Theories of Piaget and Skinner. Final Report.

Houston Univ., Tex.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-O-G-058

Pub Date Oct 71

Contract—OEC-6-71-0475(509)

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Biology, *Curriculum, Doctoral Theses, *Educational Psychology, Grade 7, *Intellectual Development, *Reinforcement, Secondary School Science

Identifiers—Piaget, Skinner

Four seventh grade life science classes, given curriculum materials based upon Piagetian theories of intellectual development and Skinner's theories of secondary reinforcement, were compared with four control classes from the same school districts. Nine students from each class, who (at the pretest) were at the concrete operations stage of intellectual development, were studied. Both experimental and control groups made significant gains from pre- to posttest on science achievement (Metropolitan Science Test, Advanced Level), but did not differ significantly from each other. The experimental group, however, attained higher levels of intellectual development; the experimental materials facilitated movement from the concrete to formal operations level. Details of the individually-administered Piagetian tasks, the teacher's manual for the experimental materials, one sample of the units supplied to students, and an example of the rating protocol used by the jury validating the materials are appended. (AL)

ED 059 106 SE 013 406
Environment Information ACCESS, Volume 2
 Number 4.

Environment Information Center, New York, N.Y.

Pub Date 15 Feb 72

Note—91p.

Available from—Environment Information Center, 124 East 39 Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—Abstracts, *Environment, *Indexes (Locaters), Information Dissemination, *Information Science, Natural Resources, Periodicals, *Pollution, *Reference Materials

Access is an indexing, abstracting, and information retrieval service that covers published and non-print information on environmental pollution, conservation, and related fields. It provides an overview of the environmental reporting of more than 1000 scholarly, scientific, industrial, technical, and general periodicals and major newspapers; important environmental radio and television programming, films and filmstrips, books, corporate publications, and major conference publications. Introductory pages explain the Access system, the Ecology Forum, the microfiche retrieval system, and significant information appearing in the issue. The Main Entry section contains document abstracts related to: air pollution, chemical and biological contamination, energy, environmental action, environmental design, food, international aspects, land use and misuse, noise pollution, non-renewable resources, oceans and estuaries, population planning and control, radiological contamination, recreation, renewable resources, solid wastes, transportation, water pollution, weather modification and geophysical change, and wildlife. A special segment in this issue, Federal Register, annotates key reports from Federal agencies. Additional sections deal with current conferences and subject, industry and author indexes. (BL)

ED 059 107 SE 013 407
Council of Europe News-Letter 6/71.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 71

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Adult Education, *Comparative Education, *Educational Planning, Higher Education, *International Education, Newsletters, *Policy, Secondary Education

Extracts from the European education press of October to December 1971 describe educational developments in the member countries of the Council of Europe. Some general comments on the Illich controversy (disestablishment of schools) and on the need for individualization of teaching precede summaries of developments in individual countries. Extracts in English describe the progress of Austrian school reform; priorities for educational policy and planning, and the extension of compulsory education in Denmark; the lack of implementation of reform plans, and the education of foreign children in Germany; long term Dutch educational policy; the appointment of a director for the Secretariat for Nordic Cultural Co-operation; comments on the Swedish report "Education in the year 2000;" raising of the school leaving age to 16, the reorganization of local education authorities, and the pass rates of the Open University in Britain; and comments on plans for common standards for European universities. The reports on Belgian cultural autonomy, French projects for the reform of secondary education, the teaching of French and continuing education, and Italian projections for the development of public education are printed in French. (AL)

SO

ED 059 108 SO 001 509

Goldman, Ralph M.

Guide to the Concept: Identity.

Diablo Valley Education Project, Orinda, Calif.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Pub Date Jan 71

Note—48p.; Developmental Draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Citizen Participation, Citizenship, Cognitive Objectives, Concept Teaching, Foreign Relations, *Identification (Psychological), *International Education, Peace, *Political Socialization, *Role Theory, *Self Concept, Social Studies, Teaching Guides, War, World Affairs

This draft outline presents and organizes for teachers one of the fundamental concepts in war/peace studies: identity. Identity is viewed as the relationship between a person's self-role and other socio-political roles learned and valued by him in the course of his psychological development. A rationale section points up the relation-

ship of the concepts identity and self to a war/peace curriculum, the objective of such a curriculum being to identify for the child those roles that seem most relevant to an understanding of conflict and order, and to do so in a way that encourages the child to place these roles high in the hierarchy of his own role-structure. A number of affective and cognitive objectives for a study of the concept of identity are enumerated, and a method of testing for shifts in attitudes is suggested. A general discussion of role-theory follows, indicating how some of the research findings may be adapted to classroom use. A short, suggestive listing of social and political roles appropriate to the war/peace field is given, divided according to appropriate grade levels. Methods for helping the student grasp the place and prospect of these roles in his own life are indicated. Two subconcepts, position and personality, are also provided, with a definition, rationale, and objectives for each. An accompanying draft document summarizes the instructional objectives and idea outline for the concept identity. Related documents are: SO 001 511, SO 001 513, and SO 002 078. (Author/JLB)

ED 059 109

SO 001 515

Goldman, Ralph M.

Self-Identity in the Context of War and Peace.

Diablo Valley Education Project, Orinda, Calif.;

New York Friends Group, Inc., New York.

Center for War/Peace Studies.

Pub Date 15 Oct 69

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Strategies, Identification (Psychological), *International Education, *Peace, *Political Socialization, Role Theory, Secondary Grades, Self Concept, Social Studies, Teaching Techniques, *War

Questions of identity, and the encounter with the draft, are central issues for teenagers, and secondary schools should be capitalizing upon such concerns to facilitate the general education and development of their students. The relationship between each student and the biggest problem of our times—war and peace—should be a thoroughly incorporated feature of the secondary curriculum. To talk about war and peace in the secondary school is to talk about the world. The realities for facilitating self identification with the world are fragmentary and undeveloped, but there are some psychological processes which may be used to suggest ways of relating the individual's self or ego with those few realities of the world community. These concepts are: a) identification, b) socialization, and, c) role learning. If the theories of psychological identification are to be applied, we need to find and talk about world heroes and world leaders with whom they can identify. If the processes of political socialization are to be employed educationally, we need to identify and put the student in touch with agencies of world political socialization, even though in some instances, these are barely coming into being. If role theory is the conceptual perspective to be used, world roles that can be acquired or sought after by the teenager need to be specified and related to him as an individual. (Author/JLB)

ED 059 110

SO 001 965

Jakubs, John F. And Others

Port Slavid: A Locational Decision Game for a

Noxious Public Facility.

Ohio State Univ., Columbus. Dept. of Geography.

Pub Date Aug 71

Note—63p.; Discussion Paper 22

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Participation, City Government, *City Planning, Civil Disobedience, Classroom Games, Community Action, Decision Making, *Educational Games, Environmental Education, Geographic Location, Geography, *Geography Instruction, Higher Education, *Human Geography, Public Affairs Education, Public Facilities, *Simulation, Social Action, Urban Environment, Urban Studies

The project presented here provides a role-playing game simulation that points out the complexities of locational decision and indicates ways in which those decisions might be influenced by various public and private citizens groups. It focuses on the bargaining, citizen reaction, and possible side payments. Designed as a heuristic device, the game focuses upon a number of is-

suces: 1) inequities in the location of noxious public facilities; 2) the effect of citizen organization on governmental decision-making processes; 3) potential influence of money power on politics; 4) civil disobedience as an instrument of power; 5) the pressure of time on decision making; and, 6) the overall nature of group interaction with regard to locational decisions. The total number of players must be at least fifteen, and an ideal number would fall between thirty and sixty. The three major sections of the paper are: 1) the game materials in their entirety; 2) instruction and comments on the organization of the game, illustrating possible outcomes and points to be highlighted in class discussions; and, 3) a commentary on one play of the game. The game has been played primarily with undergraduate students, but it is equally instructive for individuals more directly involved in locational decisions. (Author/JLB)

ED 059 111

SO 001 991

Seckler-Hudson, Catheryn

Federal Textbook on Citizenship. Our Constitution and Government: Lessons on the Constitution and Government of the United States for Use in the Public Schools by Candidates for Citizenship.

Department of Justice, Washington, D.C.

Pub Date 70

Note—411p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Citizen Role, *Citizenship, *Citizenship Responsibility, *Civics, *Constitutional History, *Democracy, Democratic Values, Government Role, Political Science, Public School Adult Education, Social Studies, Textbooks, Voting

Identifiers—*Naturalization Programs

Thirty lessons, including 60 illustrations of maps and charts, provide a study framework for candidates preparing for their naturalization examinations as applicants for U. S. citizenship. Representative government is described in terms of group associations, comparing family, community, church, school, city, state, and national organization. The way in which each immigrant becomes a member of our national group after naturalization is pointed out. Advantages and obligations of group membership are taught, emphasizing citizenship responsibility. Evolution of the United States from Colonial beginnings, the founding of a new nation built upon the Constitution with delegation of authority, and growth of the constitution are presented. The organization, objectives, principles, and interrelationship of city, state and federal government are explained. Special features include a list of things to do and questions to discuss at the end of each chapter, the Declaration of Independence, the Constitution of the U.S., and in index arranged in alphabetical order. The textbook is written with consideration for a foreign-born's limited English vocabulary and experiences. Words that are difficult for those just learning the English language are italicized when first used. These words are then arranged in alphabetical order at the end of each chapter and combined in a glossary at the end of the text. Related documents are SO 001 989 and SO 001 990. (JLB)

ED 059 112

SO 002 078

Guide to the Concept: Conflict. Revised Edition.

Diablo Valley Education Project, Orinda, Calif.;

New York Friends Group, Inc., New York.

Center for War/Peace Studies.

Pub Date Nov 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Objectives, Concept Teaching, *Conflict, *Conflict Resolution, Foreign Relations, *Human Relations, *International Education, Peace, Social Studies, Teaching Guides, World Affairs

The outline presented here grew out of the realization that though a great deal of study has been done on conflict, there has been little effort made to organize the concept for teachers. The concept of conflict provides a rich tool for teachers to analyze much of human behavior. When applied intelligently, it can bridge the gap between very personal conflict situations and those remote conflicts occurring between nation

states. Its study can also help teachers to manage the conflicts lying just beneath the surface of his classes. There are hundreds of ideas about conflict which can be examined in thousands of human events. Knowing that the reader will think of the many applications, the chief focus here is on the ideas. First, a definitional statement about conflict is presented; one which encompasses a wide range of human behavior. Suggested also are several cognitive objectives, and some desirable attitudes toward conflict which you may want to develop in your students. A tentative model of the process of conflict and its resolution is offered, and ways of using this model as a basis for student activities are suggested. Finally, some other student activities are described which can provide some practical experience in recognizing and resolving conflicts. SO 001 509, SO 001 511, and SO 001 513 are related. (Author/JLB)

ED 059 113

SO 002 090

Paul, Glendora B.

Emancipation and Education of Indian Women Since 1829.

Pittsburgh Univ., Pa.

Pub Date 70

Note—220p.

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order Number 71-8006; Microfilm, \$3.00; Xerography, \$10.00)

Document Not Available from EDRS.

Descriptors—Christianity, Church Role, Civil Liberties, *Cross Cultural Studies, Educational History, *Feminism, Foreign Culture, Political Influences, Political Power, Religious Cultural Groups, Religious Factors, *Social Change, Social Opportunities, Sociocultural Patterns, *Womens Education

Identifiers—*India

The problem of this study is to trace the emancipation and education of women since 1829 and to determine the factors that have shaped the course of this development and directed its trends. Before the Moslem conquest, which brought the Purdah system, child-marriage, polygamy and divorce, the Hindu woman's status had changed from equality to men to complete slavery. The factors that have influenced the present emancipated status of women, more political than social and economic, are the influence of English education and the efforts of Christian missions. Three developments are important in the modern period: 1) the influx of female Christian missionaries from 1819-1854; 2) a government policy of grants-in-aid to voluntary associations, from 1854-1884; and, 3) from 1884, the government's more direct share in girls' education, Gandhi's granting of suffrage and encouragement of feminine social participation, and the British cultural stimulation of Indian reformers. Although education has not reached the masses of India, when it does, it will bring social and economic emancipation, increase woman's understanding of the world, and, through her family steering, educate the entire nation. (Author/DJB)

ED 059 114

SO 002 091

Montgomery, Warner Miller

The Purpose and Problems of A.I.D. Educational Assistance to Thailand.

Michigan Univ., Ann Arbor.

Pub Date [68]

Note—124p.; Ph.D. Dissertation, University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order number 70-21, 735; Microfilm, \$4.00, Xerography, \$6.00)

Document Not Available from EDRS.

Descriptors—Bureaucracy, Communication Problems, Culture Conflict, *Developing Nations, Doctoral Theses, *Educational Development, Educational Objectives, Educational Sociology, *Federal Aid, Federal Programs, Higher Education, *International Programs, *Operations Research, Program Evaluation, Social Attitudes, Technical Assistance

Identifiers—Agency for International Development, AID, *Thailand

This study attempts to analyze the relationship between Agency for International Development (AID) University contract goals and the problems encountered in educational assistance project activities through an examination of project operations and the adviser's participation in them.

Documents and personnel of 5 of 13 AID projects in Thailand were selected for study in the areas of engineering, teacher education, vocational education, educational planning, and agriculture. The central query was whether the goals of educational assistance have been related more to the anticipated problems of assistance than to the actual problems experienced by advisers in project activities. In each of the selected projects the goal as expressed in the contract was to assist in the development of a particular educational institution. The contract also stated necessary implementation activities for the adaptation of American educational patterns to the Thai situation. With few exceptions the goals and activities were never adjusted to meet the problems encountered by the adviser. (JLB)

ED 059 115 SO 002 121
Government in Emergency. Suggestions for Including Civil Defense Principles in the Social Studies Curriculum, Grades 1-12.
 Office of Civil Defense (DOD), Washington, D.C.
 Report No.—MP-56
 Pub Date May 70
 Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58
 Descriptors—Citizenship Responsibility, *Civil Defense, Community Agencies (Public), Curriculum Guides, Elementary Grades, *Emergency Programs, Government Role, Nuclear Warfare, Resource Guides, Resource Materials, School Safety, Secondary Grades, *Social Studies Units, Teacher Developed Materials, Teaching Guides, War Identifiers—*Survival Skills

This handbook contains suggestions for teaching the facts, principles, and behaviors relevant to civil defense in social studies classes, grades 1-12. These classes were chosen as the entry point for civil defense education because the core of the civil defense concept is government in action with other community agencies to save lives and property in man-made or natural disasters. The materials are grouped by lower, intermediate, and secondary grade levels. Each section includes: 1) a general statement to the teacher including goals, suggestions for performance objectives, activities, and source materials; and, 2) 11 sample units are in three sections entitled: Acquainting Children with Civil Defense, Involving Children in Civil Defense, and The Student and Government in Emergency. Seven appendices include: a Student Checklist for School Emergencies, Outline for Family Emergency Planning, annotated bibliography, list of government films for the units, a glossary of terms, and rosters of State Civil Defense Officials and Education Coordinators. (Author/DJB)

ED 059 116 SO 002 133
An Encounter with Discovery: Performance and Reactions of Prospective Social Studies Teachers.

State Univ. of New York, Stony Brook. American Historical Association Education Project.
 Pub Date 71
 Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Classroom Research, Discovery Learning, *Discovery Processes, *Inductive Methods, *Methods Courses, *Preservice Education, *Social Studies, Student Attitudes, Student Reaction, Teacher Education, Teaching Experience, Teaching Techniques

Identifiers—*History Education Project
 Described in this paper are the author's experiences with a technique for providing preservice social studies teachers with first hand experience with the discovery approach to teaching. This is defined as a structured learning activity in which the learner is encouraged to learn for himself that which is to be learned or discovered. The discovery learning process was both the technique of his lesson and the object for discovery. The 26 students in the methods course were presented with an unidentified fable and given the task of identifying as much about it as possible. The report includes a transcript of much of the class interaction and the author's interpretations. A final section discusses student reaction to the lesson and to their additional task of designing and teaching an original social studies discovery lesson in a local public school. Student attitudes toward discovery teaching were mostly negative after the author's lesson and did

not change after their own teaching experience. The author notes, however, that many of those students who disapproved of discovery asked for the author's lesson for use in their own student teaching during the following semester. (Author/DJB)

ED 059 117 SO 002 143
Bremer, John Von Moschizker, Michael
The School Without Walls: Philadelphia's Parkway Program.
 Pub Date 71
 Note—299p.
 Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017

Document Not Available from EDRS.
 Descriptors—Community Involvement, *Community Resources, *Community Schools, Community Study, Educational Sociology, Educational Strategies, *Experimental Schools, *Human Relations Programs, Parent Participation, Program Descriptions, Relevance (Education), School Administration, School Community Programs, School Environment, School Organization, Secondary Grades

Identifiers—*Alternative Schools, Humanistic Education, Parkway Program
 The focus of this book is on the exposition of the principles of the Parkway Program. The program is worthy of description for several reasons: 1) the renovation of our educational system must have a high priority, and the program suggests a possible direction; 2) the story of Parkway is a case study of what happens when an educator sets out to change the system; and, 3) the account might provide an antidote to one aspect of contemporary educational theory, namely, that all we need do is let students do as they like. Part I sets out in nine chapters various aspects of the program—the social and administrative organization; curriculum; the selection of faculty; a day in the life of a Parkway student; student, teacher, and program evaluation; and finance. Another chapter discusses the job of informing and educating the community as the program got under way, and the last two chapters in this first part describe the early and later history of the Parkway Program. The second part presents individual accounts of the Parkway experience written by students, interns, faculty members, a unit head, a parent, and a journalist. (Author/JLB)

ED 059 118 SO 002 192
Storey, Edward, Comp.
Anthropology and Education: A General Bibliography.
 Georgia State Univ., Atlanta. Dept. of Anthropology.
 Pub Date 15 Oct 71
 Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—American Indians, *Anthropology, Bibliographies, Educational Sociology, Ethnic Groups, *Foundations of Education
 This bibliography of books, articles, and papers reflects a broad coverage of both anthropology within the school curriculum, and as it is applied to the study of education. A few titles will serve to illustrate the scope: The Status of American Indian Education; Schools and Systems of Stratification; Field Anthropologists and Classroom Teachers; and, An Experimental Ninth-Grade Anthropology Course. Items are arranged by author, they are unannotated, and are mostly drawn from the 1960's. No index is provided. (JLB)

ED 059 119 SO 002 198
National Assessment of Educational Progress. Objectives for Career and Occupational Development.
 Education Commission of the States, Denver, Colo.
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
 Pub Date 71
 Grant—OEG-0-9-08771-2468-508
 Note—81p.

Available from—National Assessment of Educational Progress, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.00; Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Adult Vocational Education, *Affective Objectives, Behavioral Objectives,

*Career Education, Career Planning, *Cognitive Objectives, *Educational Objectives, Educational Planning, Guidance Objectives, Guidelines, Individual Development, National Norms, Occupational Guidance, Research Projects, Secondary Education, *Vocational Education

Identifiers—National Assessment of Educational Progress

Two organizations experienced in test construction, the American Institutes for Research (AIR) and Science Research Associates (SRA) assumed, under contract, the responsibility for formulating statements of career and occupational development (COD) objectives acceptable to scholars, educators, and lay citizens. Development of the COD objectives involved five years of preparation. The difficulties of defining terms, determining the scope of the objectives, phrasing the statements of objectives, and the methods of research undertaken by each contractor are described in the report. The final version of the objectives was accepted by National Assessment in July of 1970. COD is unique in that the objectives of the area are not the educational goals of any one school subject; they do not belong to a single discipline. The area includes many of the general achievements that result from general education and from guidance and counseling. The five major objectives are: 1) to prepare for making career decisions; 2) to improve career and occupational capabilities; 3) to possess skills that are generally useful in the world of work; 4) to practice effective work habits; and, 5) to have positive attitudes about work. The major objectives are followed by subobjectives and further defined in terms of those objectives which should be attained by age 9, age 13, age 17, and (young) adult. The objectives will serve as the basis of exercises that will be administered at four age levels in 1972-73. (JMB)

ED 059 120 SO 002 256
Farrell, Robert V., Comp. Hohenstein, John F., Comp.
Latin America: Books for High Schools. An Annotated Bibliography.
 Center for Inter-American Relations, New York, N.Y.
 Pub Date 69
 Note—33p.
 Available from—Center for Inter-American Relations, Inc., 680 Park Avenue, New York, New York 10021 (Single Copies, No Charge)

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Annotated Bibliographies, *Area Studies, *Cross Cultural Studies, Foreign Countries, Foreign Culture, *International Education, *Latin American Culture, Mexican Americans, Puerto Rican Culture, Secondary Grades, Social Studies, Spanish Americans, Spanish Culture

Identifiers—Latin America
 This bibliography, intended for use as a selection tool for social studies programs and libraries in order to supply secondary students and teachers with recent Latin American books, contains 171 annotated bibliographic citations prepared by the center for Inter-American Relations after examination of more than 1200 books for comprehensiveness, accuracy, usefulness, and readability. To emphasize the unity and the diversity of Latin American this bibliography is divided into two sections: one dealing with aspects of Latin America as a whole, and the second covering individual countries or geographical areas. Part one, arranged by subject, deals with general works, geography, history, culture, literature, ideas, economics, politics, hemisphere relations, sociology, and the dynamics of social change. Part two, arranged by geographic area, covers the countries from Mexico and the Caribbean southward to Chile and Argentina. Complete bibliographic information is provided, with emphasis on availability and price. Special features include an indication of the reading level for younger, average and better students; the marking of books that are especially useful with asterisks; a short list of reference sources for teachers and libraries; and, author and subject indices. (Author/SJM)

ED 059 121 SO 002 261
Morse, Horace T. McCune, George H.
Selected Items for the Testing of Study Skills and Critical Thinking.
 National Council for the Social Studies, Washington, D.C.

Report No.—BULL-15

Pub Date 71

Note—107p.; Fifth Edition

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Critical Thinking, Educational Accountability, Elementary Grades, Secondary Grades, Skill Development, *Social Studies, *Student Evaluation, *Student Testing, *Study Skills, Teaching Techniques, Test Construction, Tests

This bulletin, now in its fifth edition, provides the teacher with specific assistance in evaluating student behavior in two vital areas of social studies education—study skills and critical thinking. The first three chapters provide background discussion on the problems of teaching and testing these skills and offer some general suggestions. A chapter follows giving suggestions on the use of the bulletin. Here, teachers are urged to use the exercises and suggestions as a starting point in directing the learning and development of more efficient study skills rather than as an end point to measure the relative mastery of particular skills or abilities. The exercises are not intended to be used as a final examination, but rather to stimulate pupils to further learning in the field of endeavor from which the items are drawn. The remainder of the bulletin is devoted to the actual selection of test items. It includes exercises on: acquiring information; reading and interpreting graphs, charts, and tables; identifying the central issues; distinguishing between fact and opinion, between fact and motive, open-mindedness recognizing biased statements; drawing inferences, recognizing statements which support generalizations; and, determining the relative significance of questions. (Author/JLB)

ED 059 122

SO 002 270

German, Dan B.

Political Attitudes and Educational Stimuli—A Cross-National Case of Redundancy.

George Peabody Coll. for Teachers, Nashville, Tenn.

Pub Date Nov 71

Note—27p.; Presented at the Annual Convention, National Council for the Social Studies, Denver, Colorado, November, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, *Civics, *Comparative Education, Educational Sociology, Individual Development, Personal Growth, *Political Attitudes, Political Science, *Political Socialization, Redundancy, School Role, Social Development, Social Influences, Social Values, Students

Identifiers—United States, Western Europe

The purpose of this study is to examine the relationship between political education and social studies curriculum and the political orientations of students in the United States, Italy, Sweden, Germany, and England. A review of psychological research indicates that conventional, or conformist moral and legal orientations develop early in life, are universally modal, and typically persist. Traditional schooling does not attempt to facilitate development of a more autonomous orientation. Three dimensions of political orientation are presented as being parallel to moral and legal orientations and their developmental stages: efficacy, legitimacy, and dissent. The study is based on 1968-69 test results of an average of 355 9-20 year old students in each country. Exposure to formal political education and social studies subjects are the independent variables. It is tentatively concluded that the courses, in general, have a meager effect on political orientation. And, the course content is redundant because it does not present the student with stimuli sufficiently different from what he has received earlier in life. (Author/DJB)

ED 059 123

SO 002 271

Banks, James A.

Decision-Making and Social Action in the Social Studies.

Pub Date 27 Nov 71

Note—9p; Paper presented at the Annual Meeting, National Council for the Social Studies, Denver, Colorado, November 22-27, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizenship, *Critical Thinking, Decision Making, *Decision Making Skills, Instructional Improvement, Interdisciplinary Ap-

proach, Public Affairs Education, Public Policy, *Social Action, Social Change, Social Problems, Social Sciences, *Social Studies, Values

This paper delineates a process of rational decision-making and social action. To make a rational decision, the social actor must use concepts, generalizations and theories from the social sciences, knowledge which has high predictive value, and knowledge which constitutes the structures of the social science disciplines. He must also identify, form and clarify his values, as well as consider alternative values and their consequences. When a social actor acts intelligently to influence public policy, he has mastered knowledge related to the issue, clarified his values regarding it, and is acutely aware of the possible consequences of his actions and is willing to accept them. Action which does not satisfy these criteria is irrational. Thus, to keep our highly divided society from destructive polarization and total dehumanization, we must train students to act rationally to shape public policy. Since the school is a social institution with problems which mirror those of the larger society, students can be provided much practice in shaping public policy by working to eliminate problems in their classroom, school or school system. (Author/AWW)

ED 059 124

SO 002 280

Patrick, John J.

Beliefs of American Youth About Law and Order: Indicators of Instructional Priorities.

Pub Date 27 Nov 71

Note—7p.; Speech presented at the Annual Convention, National Council for the Social Studies, Denver, Colorado, November, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Government (Course), *Citizenship, *Civics, Civil Liberties, *Democratic Values, *Dissent, Equal Protection, High School Students, Instructional Improvement, Junior High School Students, Law Enforcement, Laws, Literature Reviews, Political Attitudes, *Political Socialization, Social Studies, Speeches, Student Attitudes

Democracy entails the concept of orderly liberty, a concept that implies both obedience and constructive skepticism. Since teaching youngsters to be democratic citizens is a central concern of civic education, we must be concerned about whether our youth acquire this concept of orderly liberty. Studies indicate that American youth tend to value law and order, however, they tend to be unable to indicate a profound knowledge of the functions of law. The beliefs of American youth about the functions of law vary with age. In the 10-14 year age group, they stress the negative, coercive function of law and the value of single-minded obedience to law. Older youth, the 14-18 year age group hold more complex beliefs and are more likely to think critically about particular laws and authorities. However, they still display tendencies toward intolerance of particular types of dissent. These findings raise important questions about instructional priorities. How can civic educators more effectively: 1) teach students that civil liberties are necessary to a democratic approach to law and order; 2) teach students that equality before the law is necessary to justice; 3) design instruction which helps students to acquire more profound knowledge about law and order and human rights; and 4) take advantage of the age when the greatest increase in political learning and ability to deal in abstractions takes place, 11-13? (Author/JLB)

ED 059 125

SO 002 288

Wittes, Simon

People and Power. A Study of Crisis in Secondary Schools.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Pub Date 70

Note—111p.

Available from—Institute for Social Research, University of Michigan, P.O. Box 1248, Ann Arbor, Michigan 48106 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Activism, Decision Making, Demonstrations (Civil), Dissent, Educational Research, Educational Sociology, *High School Organization, Organizational Climate, Peer Relationship, *Power Structure, Racial Factors, School Systems, Secondary Schools, Socializa-

tion, *Student Alienation, Student Attitudes, Student Participation, *Student School Relationship

The study reported here is based on the belief that the social discontent that is frequently in evidence stems in part from individuals being trapped in dehumanizing organizational mazes which apply bureaucratic rules in an attempt to control human behavior in light of organizational needs. This investigation, therefore, set out to discover the relationship between organizational decision-making in the school and student's feelings of apathy, impotence, and alienation. Specifically, it investigated the relationship between school power structures and student belief in internal control, and how this is mediated by other variables. The book begins with an overview of the problem of school disruption and its contributing forces, followed by a review of relevant literature, and the conceptual background for the hypotheses tested. The sample consisted of ten disrupted secondary schools, and the measure of power used relies on the mean judgments by students of the amount of influence/control exercised by various groups in their school system. The findings are interpreted as evidence of an interactive association between the differentiated power structure, student alienation from peer group, and belief in internal-external control. The book concludes with implications for school organization and practices, and suggestions for further research. (Author/JLB)

ED 059 126

SO 002 327

Religious Education in Secondary Schools.

Schools Council, London (England).

Pub Date 71

Note—101p.; Schools Council Working Paper 36 Available from—Citation Press, 50 West 44th Street, New York, New York 10036 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Affective Objectives, Behavioral Objectives, Beliefs, Christianity, *Curriculum Development, Curriculum Guides, Curriculum Planning, Curriculum Research, Educational Objectives, *Ethical Instruction, Interdisciplinary Approach, Interfaith Relations, Moral Values, Personal Values, *Religion, *Religious Education, Secondary Grades

Identifiers—*Values Education

The overall objective of this working paper, developed by the Schools Council Project on Religious Education (RE) is to encourage curriculum research and development. The specific objective is to examine the nature of RE and related issues, raising questions for public discussion and commentary feedback to the project. Part one looks at RE by: 1) raising questions among educators as to why RE is necessary in schools today and what its role should be in the future; 2) examining prevailing RE approaches in the light of recent writings and research done in this field; 3) identifying the major aims and objectives of RE, necessary for designing methods and content; 4) showing awareness of the many possibilities of interdisciplinary methods; 5) considering the RE needs of the minority and non-Christian groups; 6) analyzing the relationship between RE education and moral education; and, 7) realizing that the difficulty of material necessitates teacher training. Part two focuses primarily on the organization of the project and on related issues. It is concluded that RE should be in the school curriculum because the majority of English people demand it, and because of the significance of educational objectives that it presupposes, including consideration of the purpose of life and development of an understanding of the past and present impact of religion. The paper recommends that RE should be neither dogmatic nor purely phenomenological but a combination of the two that includes a personal search for meaning and an objective study of the phenomena of religion. (SJM)

ED 059 127

SO 002 337

Elefant, William L., Ed.

Israel Education Abstracts. A Selected Bibliography of Current and Past Literature and Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 6, Number 1.

Israel Program for Scientific Translation, Jerusalem.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT71-50006-1

Pub Date 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Annotated Bibliographies, Child Care Centers, *Comparative Education, *Educational Administration, *Educational Methods, Educational Philosophy, Educational Policy, Educational Practice, Educational Programs, *Educational Sociology, Elementary Education, Foreign Countries, Higher Education, Secondary Education, Social Development, Socialization, Youth

Identifiers—Educational Systems, *Israel, Kibbutz Hebrew and Arabic books and articles selected during the period of December 1970 to March 1971 are part of a collection of volumes comprising annotated bibliographies that include author and publishers indices for each abstract written in English. The volume is divided into two parts: 1) includes items on Foundations of Education, The Educational Ladder, Teaching-Learning Process, Educational Frameworks, Administration of the Educational System, Teaching of Various Subjects, and Jewish Education in the Diaspora; and, 2) is a section on abstracts of articles on a particular Kibbutz assembled in a book translated into English, "Ways in Collective Education." The abstracts cover most of the twenty-three articles by Adah Yaguri, a former educationalist in the kibbutz, and sixteen articles by different authors which appear in the book. The above material focuses upon problems special to the kibbutz as a whole. For other volumes see: ED 027 806; ED 032 995; ED 037 820; ED 049 138; ED 049 139; and SO 002 338. (SJM)

ED 059 128 SO 002 338

Elefant, William L., Ed.

Israel Education Abstracts. A Selected Bibliography of Current and Past Literature and Materials on the Philosophy, Policy, and Practice of Education in Israel. Volume 6, Number 2.

Israel Program for Scientific Translation, Jerusalem.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT71-50006-2

Pub Date 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Annotated Bibliographies, *Comparative Education, Curriculum, *Educational Administration, *Educational Methods, Educational Philosophy, Educational Policy, Educational Practice, Educational Programs, Elementary Education, Foreign Countries, Higher Education, School Statistics, Secondary Education, Teacher Education, Teaching Methods

Identifiers—Educational Systems, Israel, Kibbutz

This volume of materials on Hebrew and Arabic books and articles selected during the period of April through July 1971 is part of a collection of volumes comprising annotated bibliographies written in English including author and publishers indices for each abstract. The volume is divided into several sections: 1) Statistics, 2) The Educational Data-Media Age, 3) Foundations of Education, 4) The Educational Ladder, 5) Teaching-Learning Process, 6) Educational Frameworks, 7) Administration of the Educational System, 8) The Teaching of Various Subjects, and 9) Jewish Education in the Diaspora. For other volumes see: ED 027 806; ED 032 810; ED 034 995; ED 037 820; ED 049 138; ED 049 139; and SO 002 337. (SJM)

ED 059 129 SO 002 341

Dochterman, Clifford L. Beshoar, Barron B.

Directions to Excellence in Education.

Improving State Leadership in Education,

Denver, Colo.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, *Educational Accountability, Educational Attitudes, *Educational Change, Educational Improvement, Educational Needs, Educational Objectives, *Educational Planning, Educational Policy, *Educational Quality, Interagency Cooperation, School Responsibility, Social Change, *State Programs

This monograph is directed toward policy makers, parents, students, educational leaders, teachers, taxpayers and society as a whole, aiming at their involvement and the attainment of excellence in education. People living in a rapidly changing society have many expectations for education, among which are the teaching of moral and ethical values, basic skills, affective objectives, the existence of a force for social action, and relevance and accountability. One problem in achieving excellence is that diverse groups fail to communicate properly and do not become effectively involved in setting goals for quality in education. Excellence in education occurs when quality becomes a primary goal; when flexible attitudes prevail toward procedures in schools and school systems; when high standards are observed in the home, school and community; when priorities permit resources to support excellence; when the learning needs of all are included; and, when continuous, cooperative, comprehensive long range planning is implemented. Public education is the responsibility of each state, which must provide the needed leadership through a state coordinating agency. The local educational board must accept responsibility for improving schools. In all cases, wide involvement of lay, professional, and governmental elements of society is necessary. Related documents are ED 047 409 and ED 051 570. (SJM)

ED 059 130

SO 002 345

Leeper, Robert R., Ed.

Curricular Concerns in a Revolutionary Era.

Readings from "Educational Leadership."

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date Oct 71

Note—301p.

Available from—Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (#611-17852, \$6.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Activism, Affective Objectives, Behavioral Objectives, *Curriculum Development, Curriculum Problems, Educational Accountability, *Educational Change, *Educational Objectives, *Educational Philosophy, Educational Quality, Ethnic Studies, Individualized Instruction, Politics, Racial Integration, Relevance (Education), Social Action, *Social Change, Student Rights, Values

Sixty-six articles and two poems, selected from "Educational Leadership", comprise this book. Major emphasis is on curricular concerns and instruction in the schools of today and the future. Authors provide insightful, comprehensive understanding about educational issues and concerns rather than attempt final answers to complex problems. Re-examination of educational goals is necessary before future curriculum is reshaped. The materials, divided into 11 sections, are arranged partly in chronological order by date of publication and partly in accordance with logical treatment of the instructional concern represented. The divisions are: 1) Values; 2) Individualization; 3) Social Involvement; 4) The Search for Theory; 5) Integration; 6) Ethnic Studies; 7) Student Rights and Responsibilities; 8) Whorls in a Revolutionary Society; 9) Politics; 10) Adapting to the Needs of our Time; and, 11) In a World Setting. The various authors uphold the potential of each individual and express the importance of increasing interrelationship and interdependence of human affairs in the world scene. New meaning and quality in education can be agents of change toward solving world problems. Included is a list of Autumn 1971 ASCD publications and an author-subject-title index that is alphabetically arranged. (Editor/SJM)

ED 059 131

SO 002 358

DuVall, Charles R. Krepel, Wayne J.

A Survey of Laws and Court Decisions in the United States as Related to Teacher Responsibility and Liability During Field Trips.

Indiana Univ., South Bend.

Pub Date Jan 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Administration, Educational Legislation, Field Instruction, *Field Trips, Insurance Programs, *Legal Problems, Legal Responsibility, Literature Reviews, *Na-

tional Surveys, Student Transportation, *Student Welfare, *Teacher Responsibility

The purpose of this study was to investigate existing state laws and court decisions in the United States related to teacher responsibility and liability while on field trips. Literature reviewed in the report deals with both teacher responsibility and the instructional aspect of field trips. During July and August, 1971 a three-item questionnaire (appended) was mailed to each state's office of the Attorney General, Superintendent of Public Instruction, and office of the State Education Association. 109 responses were received from 48 states. The questionnaire sought information regarding: 1) specific state laws dealing with the conduct of field trips by teachers with groups of children; 2) recent and earlier court decisions regarding teacher responsibility and liability; and, 3) comments regarding the issue in general. Responses are tabulated, summarized, and quoted in four tables and interpreted as follows: 1) relevant state laws and court decisions are few, if any, in number; 2) the teacher conducting a field trip is no more liable to tort liability for negligence than he would be in his own classroom; and, 3) liability insurance is available to teachers either through government agencies and/or membership in professional organizations in many states. (Author/DJB)

ED 059 132

SO 002 365

Embrée, Ainslie T., Comp. And Others

Asia: A Guide to Basic Books, 1971 Supplement.

Asia Society, New York, N.Y.

Pub Date 71

Note—53p.

Available from—Asia Society, 112 East 64th Street, New York, New York 10021 (Supplement .500; Original Edition and Supplement .750.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Area Studies, *Asian History, Burmese Culture, Chinese Culture, *Cross Cultural Studies, Cultural Awareness, Developing Nations, *Foreign Culture, Higher Education, Indians, Japanese, Non Western Civilization, Resource Guides, Secondary Grades

Identifiers—Asia, *Asian Studies, China, India, Japan, Southeast Asia

This selective bibliography, compiled and annotated by Asian specialists, is intended for the general reader as a continuation of Asia: A Guide to Basic Books published in 1966. The purpose is to identify 156 books covering extensive subject areas about Asia. The supplement is a geographically arranged into four major sections: General Asia, South Asia, Southeast Asia, and East Asia. Books pertaining to India, China and Japan comprise over one-third of this bibliography supplement and are classified by subjects under the categories: 1) general works; 2) cultural, economic, and political history; 3) religion and philosophy; 4) literature; 5) art; and 6) modern political, social, and economic developments. Alphabetically arranged author and title indices are provided for both the original and the supplement. Special features include additional title bibliographies; a list of recent publishers and their addresses for titles cited in both editions; and a short list of book stores specializing in outstanding sources of Asian studies materials. Related document is ED 045 517. (SJM)

ED 059 133

SO 002 386

Nesbitt, William A., Ed.

Teaching About War and Its Control: A Selective Annotated Bibliography for the Social Studies Teacher.

New York State Education Dept., Albany. Center for International Programs and Cooperative Services.

Pub Date May 71

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annotated Bibliographies, Educational Games, Educational Strategies, *Foreign Relations, Interdisciplinary Approach, Nuclear Warfare, Peace, Political Science, Resource Guides, Simulation, *Social Studies, *War, *World Problems

Identifiers—Futurology

A broad coverage of the war/peace field is represented by the items in this annotated bibliography and resource guide. It attempts to provide some solutions to questions about what to teach, how to teach it, and, of course, where

to find materials. Both disciplines and topics appropriate to social studies courses are represented by books of fiction and nonfiction, articles, films, simulations, and case studies. The first of three sections is comprised of entries on the nature and causes of war, from the perspectives of history, anthropology, psychology, weaponry, nationalism, conflict, aggression, violence, and international system, and population growth. A second section, War Prevention: Approaches and Techniques contains items on such topics as U.S. foreign policy; arms control and disarmament; ethics, religion, and war; world order; futurism; and non-violence. Each item is coded as appropriate for the average, above average, or superior student, and/or for the teacher. Most entries include price and availability information. The third and last section lists resource organizations in the war/peace field. Addresses and brief descriptions of activities and services are provided. (JLB)

ED 059 134 SO 002 387

Education: Balancing Conditioned Response and Responsible Claims.

Pub Date 7 Jun 71

Note—17p.

Journal Cit—Annals of the New York Academy of Sciences; v184 p297-307 Jun 1971

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Behavioral Sciences, Behavior Change, Behavior Development, *Behavior Theories, *Conditioned Response, Conditioned Stimulus, Conference Reports, *Educational Psychology, Educational Theories, Higher Education, Learning Processes, *Learning Theories, Operant Conditioning, Psychoeducational Processes, Reinforcement, *Socialization

This paper was presented at the 1970 International Joint Conference sponsored by the American Geographical Society and the American Division of the World Academy of Art and Science held in New York City. The author postulates that education can be accountable to a changing world scene by offering students a relevant education so they may consciously choose new learning objectives necessary to cope with a changing environment. Two kinds of learning are needed: conditioned-response learning and purposeful learning. Conditioned stimulus response (S-R) training produces a change in behavior characterized by covert responses. Conditioning in the early years enables a child to increase his learning capabilities and provides a groundwork for sequential, developmental, cognitive learning in the schools. Purposeful learning expands upon the behavioral base established by conditioned-response learning. This is what the author claims is needed in order to increase intellectual potential and produce divergent responses. As an alternative to traditional S-R conditioning, purposeful learning helps the student understand human behavior and stresses intrinsic rewards, reinforcement, sequential practices of complex concepts and principles, and feedback. Purposeful learning can serve as a model in educational design and planning. The author concludes that a balance is needed between these two ways of guiding learning in order to develop responsible human beings for life in a changing society. (SJM)

ED 059 135 SO 002 392

Shumway, Gary L.

Oral History in the United States. A Directory.

Oral History Association, New York, N. Y.

Pub Date 71

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Directories, *Field Interviews, Institutional Research, *Library Collections, National Surveys, Resource Guides, Resource Materials, *Tape Recordings, *United States History

Identifiers—*Oral History, Primary Source Materials, Transcripts

This volume brings together, by state, all of the oral history materials in existence in 45 states and the District of Columbia, so far as the Oral History Association has been able to uncover them. Oral history is defined as primary source material in the form of tape and/or transcript resulting from recorded interviews with persons deemed likely to harbor recollections of interest to scholars. The topical range of the 230 indexed collections is wide, including terms of interest to the political scientist, art historian, medical

scholar, student of the civil rights movement, musicologist, labor expert, economist, science writer, urbanist, and many others. In public affairs the range runs from country courthouses to Presidential administrations. Archives of recorded sound, collections which consist primarily of speeches, folk music, radio interviews, and the like, are not considered within the scope of oral history. Collection entries include institution address, major topic, memoirs of note, purpose, age and funding of the project, and extent of holdings. Lists of institutional collections intended for internal use and other institutions planning collections are appended. (Author/DJB)

ED 059 136

SO 002 400

Massialas, Byron G.

Some Propositions about Political Socialization and the Schools in National and Cross-National Perspectives.

Pub Date 24 Nov 71

Note—10p.; Paper presented at the Annual Convention, National Council for the Social Studies, Denver, Colorado, November 24, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, American Government (Course), *Citizenship, *Civics, Cross Cultural Studies, History Instruction, *Inquiry Training, Literature Reviews, Political Attitudes, Political Influences, Political Issues, *Political Socialization, Public Affairs Education, Questioning Techniques, *Social Change, Social Problems, Social Studies, Speeches

I intend to identify some of the important propositions which issue from fourteen empirical studies on political socialization, and to point to implications for schools and especially civic education programs. I define political socialization as the process of acquiring and changing the culture of one's own political environment. Among the propositions are: 1) statements of goals on citizenship objectives for schools are not consistent with social and political realities; 2) the major influence that the school has is to reinforce notions of allegiance and responsibility to the government; 3) schools do not provide political skills needed to participate effectively in political life; 4) the impact of the civics curriculum on political socialization is appreciable when social issues are focal and when they are discussed in the spirit of inquiry. (The paper discusses additional propositions.) Several needed changes emerge: 1) participation in decision making by faculty and students needs to be promoted at the levels of school governance and in formal instruction; 2) pressing social issues need to be dealt with explicitly and honestly; 3) programs in civics and history need to be drastically revamped to stress the skills of inquiry. (Author/JLB)

ED 059 137

SO 002 401

Buck, James H.

Education and Socialization in the Japanese Self-Defense Force.

Georgia Univ., Athens. Dept. of History.

Pub Date Sep 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizenship, *Cross Cultural Studies, Disarmament, Educational History, *Ethical Instruction, Foreign Relations, Military Organizations, *Military Training, National Defense, *Political Socialization, Politics, School Systems, Social Systems, Social Values, Sociocultural Patterns

Identifiers—Educational Systems, *Japan, Shuushin

The Meiji Restoration of 1868 ended six centuries of feudal military rule by establishing a divine Emperor and clam oligarchy. Compulsory schooling and military service soon followed. Until WWII both institutions engaged in moral training that was both Confucian and nationalistic in its emphasis on absolute loyalty to the state and Emperor. The ethical instruction in the school was taught in required "shuushin" courses. By the 1930's a new dimension was added to these courses: the suitability of Japan's national character for less well-endowed races. Military personnel received spiritual training in every facet of their preparation for Japan's defense and cosmopolitan destiny; their social role included modeling of the Japanese character. Post WWII schooling and military organization and training are markedly different. External intervention and national reevaluation have resulted in democratic educational objectives and practices. Although con-

stitutionally demilitarized in 1947, the military was re-established between 1950 and 1954. It is relatively small in size and budget, civilian controlled, staffed by volunteers, and is limited by statute and public opinion to a self-defense role. In conclusion, the dominant values of Japanese society, the mission and capabilities of the military forces, and the relationships between the armed forces and society today bear little surface resemblance to prewar Japan. (Author/DJB)

ED 059 138

SO 002 407

Hornstein, Hugh A.

A Bibliography of Paperback Books Relating to Geography.

National Council for Geographic Education.

Pub Date 70

Note—54p.

Available from—National Council for Geographic Education, 111 West Washington Street, Room 1226, Chicago, Illinois 60602 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, Booklists, Geography, *Geography Instruction, *Human Geography, *Interdisciplinary Approach, *Physical Geography, Secondary Grades, Social Studies, *World Geography

A total of 641 paperback books by commercial publishers and university presses, including a brief sampling by the United States Government, published between 1950 and 1970, with the majority appearing after 1965, are listed in this bibliography for geography and social studies teachers. Emphasis is on a broad coverage of geography including economic, historical, human, medical, military, physical, political, population, regional and urban. Miscellaneous citations are also given on a wide-range of related topics including agriculture, anthropology, climatology, ecology, exploration, geology, geomorphology, hydrology, land use, manufacturing, mapping, meteorology, oceanography, recreation, religion, resources, rocks and minerals, soils, space, sun, transportation and trade, theory and teaching. Selected series of paperbacks are identified. Full subject entry citations include prices and availability, and, in a few cases, indications of books out of print. The entries are cross-referenced in an alphabetically arranged subject and region index. A publishers list is also provided. (SJM)

ED 059 139

SO 002 408

Research Needs in Geographic Education: Suggestions and Possibilities.

Illinois State Univ., Normal.; National Council for Geographic Education.

Pub Date 67

Note—52p.; Geographic Education Series

Number 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, Conference Reports, *Curriculum Development, *Curriculum Research, Elementary Grades, Federal Aid, *Geographic Concepts, Geography, *Geography Instruction, Learning Processes, Program Development, *Research Needs, Research Opportunities, Research Proposals, Social Studies

Three papers prepared for the Greyston Conference held at Columbia University October 18-20, 1964 and one paper resulting from conference discussions and inquiries by geographer-participants focus upon current research needs and opportunities for improvement in geographic education for elementary grades (ages 6-12). The four titles under which ideas are presented are: 1) What Does the Curriculum Worker Want From Research in Geographic Education? urging the development of programs which include new content, sequences, materials and methods, an interdisciplinary approach, and better ways for providing individual learning; 2) "The Psychologist Looks at Spatial Concept Formation: Children's Concepts of Space and Time" describing a framework of conceptualization as a developmental sequence requiring that a child have the needed level of mental operations in order to grasp comprehensive ideas in geography; 3) "Suggestions for Research in Geographic Education" including six major topics for research in geography education, namely, inventories of prior research, the learning process, curriculum development, instructional materials and equipment, measurement, and teacher preparation; 4) "Some Opportunities for Geography in the U.S. Office of Education" identifying ways that geo-

graphic education and research can be supported by the U.S. Office of Education. (Author/SJM)

ED 059 140 SO 002 409

Bergen, John V.

Introductory College Geography Textbooks, 1940-

1965: A Bibliographical Summary.

Illinois State Univ., Normal.; National Council for Geographic Education.

Report No.—SP-Pub-9

Pub Date 66

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Booklists, Geography, *Geography Instruction, Higher Education, *Human Geography, *Physical Geography, Textbook Evaluation, *Textbook Selection, *World Geography

Over ninety citations comprise this bibliographic survey on beginning college geography textbooks intended as: 1) a book selection and reference tool for librarians and teachers, 2) a bibliography for curriculum development for teachers and administrators planning and organizing new geography courses; 3) a reference for teachers searching for geographic principles and new approaches; and, 4) a record of textbooks according to major course emphasis. The textbook sections are organized systematically by topic and by geographic area. Part one lists general types of textbooks, and part two enumerates specialized types of textbooks. Complete author entries are provided with separate listings in chronological order by author for cross reference. Additional features include a list of supplementary textbook materials comprising available study guides, workbooks, and general atlases; a listing of books reviewed in "The Journal of Geography" and/or The Professional Geographer by volume and date; and a publishers list with addresses. (SJMJ)

ED 059 141 SO 002 418

Current School Research in Sweden.

Pub Date 71

Note—233p.; 8th Edition; Catalogue 1971.06.01

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Abstracts, *Behavioral Science Research, Directories, *Educational Psychology, *Educational Research, *Research Projects, Research Reviews (Publications)

Identifiers—Sweden

This is the eighth edition of a summary of current educational research in Sweden. The summary contains concise one-page descriptions of the 215 projects and studies in progress as of June 1, 1971 at departments of educational research and psychology in schools of education, and institutes of education (and other disciplines) at universities. Major research projects, doctoral, and post graduate studies are included. Project data include: title, investigator, objectives, scope, methods, schedule, granting authority, and descriptive terms. (Author/DJB)

ED 059 142 SO 002 428

Henderson, John W. And Others

Area Handbook for Burma.

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-Pam-550-61

Pub Date 71

Note—344p.; Supersedes DA Pam 550-61, June 1968

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Area Studies, Asian History, *Burmese Culture, Communism, Cultural Context, Demography, *Developing Nations, Economics, *Foreign Culture, Foreign Relations, Geography, Governmental Structure, Guides, Institutions, Military Organizations, Religion, Social Structure, Social Systems, Values

Identifiers—*Burma, Educational Systems

This volume, one of a series of handbooks on foreign culture, is intended as a reference tool for military and other personnel requiring an objective, comprehensive, and balanced description of Burma's modern society. An analytical appraisal of social, economic, and political aspects is provided with emphasis on the interaction of these societal elements in an attempt to convey to the reader an understanding of people and country. A chapter describing the national defense and internal security is included. Additional features offered are a concise country data summary, glossary, index, and an extensive classified bibliography. Related documents are SO 002 053 through SO 002 058, and SO 002 428. (SJMJ)

Internal security is included. Additional features offered are a concise country data summary, glossary, index, and an extensive classified bibliography. Related documents are SO 002 053 through SO 002 058, and SO 002 429. (SJMJ)

ED 059 143 SO 002 429

Henderson, John W. And Others

Area Handbook for Thailand.

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA Pam-550-53

Pub Date 71

Note—411p.; Supersedes DA Pam 550-53, Sept 1969

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$3.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Area Studies, Asian History, Communism, Cultural Context, Demography, *Developing Nations, Economics, *Foreign Culture, Foreign Relations, Geography, Governmental Structure, Guides, History, Institutions, Military Organizations, Religion, Sino Tibetan Languages, Social Structure, Social Systems, *Thai, Values

Identifiers—Educational Systems, *Thailand

Changing conditions and events in Thailand required that a third edition of this area handbook incorporating current data be published. It is a compilation of basic facts written with military and other personnel in mind. An analytical appraisal of social, economic, and political aspects is provided with emphasis on the interaction of these societal elements in an attempt to convey to the reader an understanding of people and country. A chapter describing the national defense and internal security is included. Additional features offered are a concise country data summary, glossary, index and an extensive classified bibliography. Related documents are SO 002 053 through SO 002 058, and SO 002 428. (SJMJ)

ED 059 144 SO 002 461

Nesbitt, Buell, Ed. And Others

Legal Guide for Alaska Youth.

Alaska Congress of Parents and Teachers, Juneau.

Pub Date [67]

Note—27p.

Available from—Information & Education Section, State Dept. of Health and Welfare, Pouch H, Juneau, Alaska 99801

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship, *Civil Liberties, Curriculum Guides, *Delinquency Prevention, Junior High School Students, *Juvenile Courts, Law Enforcement, *Law Instruction, Laws, Legal Responsibility, Secondary Grades, *State Laws, Youth, Youth Problems

This legal guide, developed by the Alaska Congress of Parents and Teachers, is intended for young citizens and parents to advise youth of their civil rights and explain what constitutes a criminal offense. The aim is to objectively state the law in understandable terms. The book is arranged in four sections. Section one explains the legal rights of Alaskan juveniles; section two points out that personal cumulative records are kept of an individual from birth through school and that court records can adversely affect one's future; section three defines the following terms, each in a short paragraph, as they relate to juveniles: civil law, criminal law, felonies, misdemeanors, sentence, probation, parole, juvenile, minor, ward of the court, delinquent, dependent, and juvenile court; section four, the largest section, outlines laws commonly affecting juveniles as an aid in protecting youth. A generalized flow chart of the juvenile court process for delinquents is included. (SJMJ)

ED 059 145 SO 002 538

China Today. A Resource Unit in World Cultures.

2nd Edition.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 69

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, *Asian History, Chinese, *Chinese Culture, Communism, *Cross Cultural Studies, Cultural Awareness, Curriculum Guides, *Foreign Culture, History

Instruction, Interdisciplinary Approach, International Education, Non Western Civilization, Resource Units, Secondary Grades, Social Studies Units, World History

Identifiers—*Asian Studies, China

This resource unit intended for teachers of secondary grades offers a suggested approach to learning fundamental elements of Chinese culture. The major objective is to provide a structured, factual framework of the forces and the 3,000 years of cultural evolution in which Chinese ideals and institutions developed and contributed to the modern complex society of China, through which students can appraise and understand the people of that country today. Broad generalizations with outlines of suggested content are given in each of the six units that combine all of the social science disciplines emphasizing geography, history, economics, political structure, social fabric and foreign relations. A short epilogue includes a description and short conclusion of the sequence of events pertaining to the "Great Proletarian Revolution" that took place in the 1960's. Special features include the listing of suggested learning activities and discussion topics after each unit; a short glossary; a classified bibliography; and a list of information sources, periodicals, films and filmstrips. Despite changes that may have occurred since the writing of this document, the guide will continue to be a valid and relevant resource. (SJMJ)

SP

ED 059 146 SP 005 121

Wright, William R., Ed.

The Wabash Valley Education Center, Final Report.

Wabash Valley Education Center, West Lafayette, Ind.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—OE-Proj-67-03337-1

Pub Date [70]

Note—446p.; An ESEA Title III project

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Curriculum Development, *Curriculum Study Centers, *Demonstration Centers, *Inservice Teacher Education, *Resource Centers, Resource Materials

The Wabash Valley Education Center serves a 13-county area in north-central and northwest Indiana. The Center has two goals: 1) to assist local school systems in devising and developing curricular innovations and aiding in the development of teaching procedures and teaching materials and 2) to serve as a demonstration center. Two main services are offered 1) specialists in several fields work with individual teachers and schools in the region to improve various content areas and 2) a wide variety of materials and resources are available for loan to teachers and schools. The detailed information provided in the document includes 1) meetings, conferences, and workshops funded by the administrative budget 1967-1970; 2) report of special studies commissioned by the Center; 3) a survey to determine the over-all impact of the Center 1967-1970; 4) inservice program planning and implementation; 5) instructional materials center; 6) language arts project; 7) special education project; 8) secondary science project; 9) social studies program; and 10) elementary science project. (MBM)

ED 059 147 SP 005 292

Martin, William C.

A Study of the Relationship Between Specified Personality Dimensions and the Quality of Interpersonal Relations of Teachers and Semiprofessionals in Dyadic Work-Groups.

Pub Date 70

Note—164p.

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-24,096; MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Educational Research, *Interaction, *Interpersonal Relationship, *Paraprofessional School Personnel, *Personality Assessment

The major premise suggested that a significant relationship exists between the perceived quality of interpersonal relationships of teachers and

semiprofessionals and specified personality dimensions. The instruments used were the Barrett-Lennard Relationship Inventory and the Edwards Personal Preference Schedule. The subjects were experienced teachers and semiprofessionals working in dyadic groups in kindergarten through 12th grade in central New York State public schools. A final sample of 76 teachers and 76 semiprofessionals provided data for statistical analysis. The 2 x 2 factorial analyses of variance were used with the aid of Cronbach's D score measure and a simple d score measure. Where significant differences were revealed, t tests were used. The 15 null hypotheses were not rejected and no significant relationships were revealed by Cronbach's D score procedures when the total personality profiles were examined. The results suggested that personality dimensions do not significantly affect the quality of interpersonal relations in the dyadic work-groups sampled. Implications for future research may be concerned with the degree of mutuality of perception of each other's role, assumed similarity of personality, the process of perceiving the other dyadic member's character, and the effect of psychological health on interpersonal relations. (MBM)

ED 059 148 24 SP 005 391

Bulger, Paul G.

Education as a Profession.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0490

Pub Date Jan 72

Contract—OEC-0-8-080490-3706(010)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational History, *Educational Practice, *Professional Occupations, *Professional Recognition, Professional Training, *Teacher Education

This paper traces the development of professionalism in teacher education. While examining the history of education in the United States from the early nineteenth century to the present, the author considers the effects of the industrial revolution and lowered standards during the teacher shortage of the 1950s. Current issues in professionalism are identified as the increased emphasis on academic subjects in teacher education programs, increased student-teaching experience and higher admission standards, increased militancy in the local and state professional negotiations, the need for more educators with doctor of arts degrees, the problems caused by teacher tenure, the need for greater academic freedom, the growth of differential staffing, lack of cooperation between teachers and administrators, and accreditation and licensing of teachers. In addition the author discusses the differences between education as a profession and other professions. (MBM)

ED 059 149 SP 005 418

Cesta, Carmen A.

Teacher Cooperative Exchange Program: Evaluation Report. Summer Program, July-August, 1970.

Spons Agency—New York State Education Dept., Albany. Div. of Teacher Education and Certification.

Pub Date 25 Aug 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *Industrial Arts Teachers, *Summer Institutes, Teacher Education, *Vocational Education Teachers, *Work Experience Programs

Identifiers—BEPD, *Bureau Educational Personnel Development Programs, Education Professions Development Act, EPDA

OBJECTIVES: To give teachers experience in business firms to help them improve teaching of vocational courses. **DURATION:** July-August 1970. **AUDIENCE:** Nine teacher participants are listed in the areas of business education, industrial arts, distributive education, industrial and technical education, occupational education, and guidance counseling. **CURRICULUM:** Details are not included, but participants were placed with the New York Telephone Company, IBM, Holiday Inns, insurance companies, and department stores. **TEACHING METHODS:** Formal teaching apparently was not involved, and ex-

periences varied according to the company with which the participant was placed. **MATERIALS OR FACILITIES:** No special materials are identified. **EVALUATION:** The director states that participants benefited a great deal from the experience, enabling them to improve their teaching methods in business and vocational courses. **MODIFICATIONS:** Teacher participants made 11 recommendations for modifications in stipends, reimbursement for travel, communication with school districts, information for participating businesses, greater involvement of counselors, and diversification of the types of businesses participating. (MBM)

ED 059 150 24 SP 005 427

Pilecki, Francis J.

The Interrelation of Systems: A Systems Look at Where Teacher Education Fits into the Whole of Education, University, and Society.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0490

Pub Date Jan 72

Contract—OEC-0-8-080490-3706(010)

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Models, *Systems Analysis, *Teacher Education

Following an introductory section outlining basic concepts of systems theory, this paper presents a model for the examination of the relationship between formalized teacher education and larger systems. These systems include the university system, the field of education as a system, and the societal system in general. The first part of the model is an input-structure-output matrix; the second is a similar matrix which focuses on goals and evaluation methods and criteria. The second matrix is designed to facilitate examination of the systems in question according to certain criteria for a type of inter-systemic relationship call "synergy." Synergy is considered a desirable phenomenon since it results from similar subsystems functioning so closely that the total effect is greater than sum of the subsystem effects. Sample data is provided for each matrix based on a study of the literature. It is suggested that the model would be most useful in specific research performed within a given region or national subsystem. (RT)

ED 059 151 SP 005 463

DeVaughn, J. Everette

A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Teacher Performance.

Mississippi State Univ., State College. Educational Services Center.

Pub Date Sep 71

Note—29p.

Available from—Mississippi Educational Services Center, State College, Miss. 39762

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Behavior Change, *Student Behavior, *Teacher Behavior, *Teacher Evaluation

This manual outlines the procedures and processes to be followed in evaluating professional growth and service of teacher personnel. Although a comprehensive evaluation should include all professional personnel, the emphasis is on beginning teachers (those in their initial year in the system) and those who, according to the principal, clearly need assistance. The procedural steps are discussed under the following headings: orientation, initial assessment, teachers in continuing service, possible exemption from interim evaluation, coordination and continued supervision, and interim evaluation. Eight assumptions are listed 1) educational goals should be expressed in student-behavior terms, 2) objectives should be established in the affective domain, 3) the psychomotor domain should be given attention at the early childhood levels, 4) the teacher's behavior is modified to involve the learners in setting objectives and determining levels of participation, 5) the approach to student evaluation is behavioral, 6) the teacher must be evaluated in behavioral terms, 7) the supervisor must be aware of the behavioral modifications expected, and 8) teachers should be freed from guilt feelings concerning their performance. The evaluation instruments and forms used in evaluating individual teacher tasks are included. (MBM)

ED 059 152

Mohan, Madan

Is There a Need for a Course in Creativity in Teacher Education?

State Univ. of New York, Fredonia. Coll. at Fredonia.

Pub Date Nov 71

Note—14p.; Paper presented at the annual meeting of Northeastern Educational Research Association, Grossinger, N.Y., November 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creativity, *Curriculum Development, *Educational Change, *Educational Improvement, *Teacher Education

Teacher education is in urgent need of reform so that teacher behavior is compatible with the philosophy of education and the changing needs of our schools and community. The changed societal and professional needs of teachers must be realized. A course for creativity was proposed for senior graduate students in the Department of Education of a State University College. The procedure was a study gathering information from many relevant sources to either reject or establish a need for such a course. The sources were: 1) organization of a course outline, 2) survey of local faculty thinking, 3) writing to researchers and teachers in this area, 4) administration of need assessment questionnaire to classroom teachers in schools, and 6) results of inservice creativity workshops. Analysis of evidence overwhelmingly established the need for such a course. It is suggested that the above six steps can be used as procedures for assessment of need for a course. (JLF)

ED 059 153

Stukat, Karl-Gustav

Teacher Role in Change.

Gothenburg School of Education (Sweden).

Report No.—RB-4

Pub Date Oct 70

Note—21p.; Dept. of Educational Research,

Gothenburg (Sweden) School of Education (Project DPA)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Individualized Programs, *Literature Reviews, *Role Perception, *Teacher Role

The aims of this study are 1) to survey and summarize reports on predictions of teacher role changes, 2) to check the predictions against available empirical investigations, and 3) to discuss consequences of teacher role changes for teacher training, research on teaching, and the refinement of innovations. Some rationales for role prediction studies are considered. The reports researched indicate that relatively little interest has been shown in the teacher's role within an individualized system. The predictions and expectations identified are summarized to make possible an empirical check against six studies which use direct observations of teacher activities in the classroom as a source of data collection. There are reasonable grounds for predicting an extended use of individualized instruction aided by educational technology, and it therefore seems advisable to introduce student teachers into the fundamentals of this type of instruction. Other predictions are that the teacher will spend more of his time interacting with individual students and small groups and that team arrangements for common planning and execution of instruction will become more widespread. Empirical evaluation which is a basic feature of educational technology should include continuous checks on the teacher role so that modifications can be made in the system arrangements and appropriate teacher training programs can be designed. (MBM)

ED 059 154

Zahorik, John

Description and Analysis of Selected Aspects of Teacher Education Programs and Students in the Department of Curriculum and Instruction.

Wisconsin Univ., Milwaukee.

Pub Date 71

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Improvement, *Education Courses, *Research Projects, *Student Teaching, *Teacher Education

Drastic changes in the teaching market, the nature of our times, and the support of universities demand an examination of present teacher education programs. This investigation set out to ex-

SP 005 467

SP 005 476

SP 005 480

amine selected aspects of teacher education programs as a basis for establishing the future direction of the total teacher education program of the Department of Curriculum and Instruction. The problems investigated were 1) What is the nature of the components of the program, 2) What is the perceived value of selected subcomponents, and 3) What is the nature of the students. The general design was to obtain data concerning programs through instructor interviews and logs, student questionnaires and interviews, and cooperating teacher questionnaires, and student data through questionnaires, examinations, and other instruments. The results for programs are examined in detail in four sections: description by instructors, by present students, by graduated students, and by cooperating teachers, followed by details of the results concerning students. Many conclusions and implications resulted from the study, but the overall conclusion is that although the programs appear to prepare technically competent teachers for existing schools, they do not have a vigorous urban thrust, a future orientation emphasis, or a strong experimental posture. The instruments used are included in nine appendices. (MBM)

ED 059 155 SP 005 483
Summer Institutes for Secondary Teachers of Science, Mathematics and Social Science 1972 Directory.

National Science Foundation, Washington, D.C.
 Pub Date 72
 Note—65p.

Available from—National Science Foundation, Washington, D.C. 20550 (single copy free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Teacher Education, *Mathematics Teachers, *Science Teachers, *Secondary School Teachers, *Summer Institutes, *Teacher Education

This directory lists the institutions awarded support by the National Science Foundation for 276 summer institutes in 1972 for secondary school teachers of science and/or mathematics. The introduction gives information on "unitary" and "sequential" institutes, eligibility and selection of participants, applications, and information concerning individual institutes. The institutes are listed by subject matter: astronomy, biology, chemistry, earth science, engineering science, general and physical science, mathematics, physics, radioactivity and nuclear science, social sciences (economics, geography, psychology, sociology) science and society, interdisciplinary environmental studies, and multiple fields. Each entry includes the date and duration of the institute, title, type of participant and planned level of work, name of instructor, and address. There is also a brief listing of comprehensive projects at the Universities of Arkansas, Mississippi, Notre Dame, South Dakota, and Wyoming, and at San Jose State College and Virginia State College. These projects represent integrated approaches to teacher education with both preservice and inservice components that offer opportunities for full and part-time study during the academic year and in the summer. (MBM)

ED 059 156 SP 005 485
Shearron, Gilbert F. Johnson, Charles E.

Portal Schools for the Georgia Educational Model.
 Georgia Univ., Athens. Coll. of Education.
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—GEM-Bull-71-1

Pub Date 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, *In-ternship Programs, *Preservice Education, *Teacher Education, *Teaching Models
 Identifiers—CETEM, Comprehensive Elementary Teacher Education Models, *Portal Schools

The first part of this paper deals with the portal school as conceptually conceived in the Georgia Educational Model and defined as a group of schools which maintain close working relationships with a university and desire to participate in an exemplary teacher education program. The function of the school is to provide transition from the university preservice teacher education phases to full-service teaching in the inservice phase in school situations that operate in harmony with the program model. The second part of the paper describes the portal schools in operation at the University of Georgia as of July

1, 1971. Twelve schools have been set up, each with a university faculty member to serve as center coordinator. Each student spends four quarters in these schools, one each at sophomore and junior level and two at senior level. In the first quarter the assignments are generally non-instructional in the public school classroom and involve assisting individual children on small groups in practice activities. In the second quarter students are encouraged to observe, record, and react to individual pupil behaviors, classroom interaction, and the learning climate of the classroom. In the third quarter students are given opportunities to develop a variety of classroom strategies, and in the fourth they work as student teachers under the supervision of a master teacher and the university coordinator. (MBM)

ED 059 157 SP 005 501

Indire, Filemona F. Hanson, John W.
Secondary Level Teachers: Supply and Demand in Kenya.

Michigan State Univ., East Lansing. African Studies Center.

Spons Agency—American Council on Education, Washington, D.C.

Pub Date 71

Note—141p.; Country Study No. 14

Available from—Director, Institute for International Studies, 513 Erickson Hall, Michigan State Univ., East Lansing, Mich. 48823 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Foreign Countries, *Overseas Employment, *Secondary Education, *Secondary School Teachers, *Teacher Education, *Teacher Supply and Demand
 Identifiers—*Kenya

This study is one of a series of 15 which comprises a comprehensive report on the supply of secondary level teachers in English-speaking Africa. Each is focused on the problem of determining the likely demand for overseas personnel for staffing secondary level institutions through 1975, and each attempts to analyze the problem of teacher supply within the context of the social and economic conditions of the country. The experience in Kenya is unique in several respects and is particularly influenced by the rapid development of self-help or harambee schools which have led to the very rapid growth of the educational system in the past decade. The staffing needs of these schools will influence the need for further expatriate assistance. Another unique feature is the recognition through newly-approved salary scales of the specialized nature of the task of the teacher educator, and a third is the high priority which the government has given to the staffing of all secondary level institutions. Other topics examined include the projected expansion of other types of secondary level education, programs for the preparation of teachers, major factors in their recruitment and retention, projected gaps in the teaching force, priorities in the provision and use of expatriate teachers, and recommendations of primary concern to Kenyan authorities. Related documents are ED 045 613 through ED 045 620. (MBM)

ED 059 158 SP 005 502
Research for Progress in Education. Annual Report: Fiscal Year 1970.

National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—OE-12051-70

Pub Date May 71

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0807; \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, *Educational Research, *Objectives, *Research and Development Centers, *Research Projects
 Identifiers—Cooperative Research Public Law 83531

This annual report begins with a brief overview of cooperative research objectives and background. The five major sections are 1) "Cooperative Research Authorization" including the basic authorizations and subsequent amendments; 2) "Management Policies and Procedures"; 3) "Definitions and Distinctions" covering major continuation programs and projects and special allocations; 4) "Highlights of General R&D Accomplishments" including basic research, early childhood education, Sesame Street, reading, quality of life, higher education,

vocational education, teacher education, instructional systems, curriculum development, educational cooperatives for isolated schools, urban education, school administration, school finance research, and regional research; and 5) "Highlights of Activities Supported by Special Budget Line Authorizations" including research training, dissemination, national achievement study, major demonstrations, evaluations, statistical surveys, and research facilities. A concluding section considers some of the problems faced in fiscal year 1970. Four appendixes list the functions of the Advisory Council on Research and Development, R&D centers receiving cooperative research support during fiscal year 1970, educational laboratories receiving cooperative research support during fiscal year 1970, and ERIC clearinghouses in operation during 1970. (MBM)

ED 059 159 SP 005 514

Mills, Barbara, Ed.
Higher Level Thinking Abilities.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—NREL-TR-6

Bureau No—BR-6-2871

Pub Date Sep 71

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Concept Formation, *Data Analysis, *Evaluation Techniques, *Teacher Education, *Thought Processes
 Identifiers—*Taba Method

This report describes two systems designed to improve teaching competencies and to develop higher level thinking abilities, and presents the evaluation design, statistical results, and a brief history of the major events which occurred during development. The McCollum-Davis Model is designed to develop understanding of and skill in relating a structure of learning process to a structure of knowledge. It consists of the teaching model, relationship of process to knowledge, and teaching mode. The Duvall Model is intended for teachers or administrators who take the training so that they can teach others and for teachers who wish to apply the higher level thinking ability strategies in their classrooms. There are no specific prerequisites for program participants in either model. The rationale for the evaluation design is explained and the efficiency and effectiveness criteria are discussed. Data collection instruments and methods are described for measuring both workshop and program effectiveness, and results are examined which indicate workshop efficiency and program effectiveness, with details of the various systems used in analyzing the data. Results indicated that individual application of the thinking tasks of concept formation, interpretation of data, and application was more successful than the use of all three in concert. The instructional formats for both models are included. (MBM)

ED 059 160 SP 005 515

ESEA Title I Components. Executive Abstracts.

Los Angeles Unified School District, Calif.

Pub Date Sep 71

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Elementary Schools, *Federal Aid, *Junior High Schools, *Program Evaluation

Identifiers—*Elementary Secondary Education Act Title I

The activities evaluated in this report were in progress during the school year 1970-71, the second of a 3-year cycle for ESEA Title I programs in elementary and secondary schools in Los Angeles. The components examined are instruction (reading, language, and arithmetic), auxiliary services, intergroup relations, parent involvement, and staff development. A section on nonpublic schools examines instruction and supportive services. Each abstract contains a description of the subject matter, the time period covered, the objectives, the evaluation strategy used, results, conclusions, and recommendations, as well as data on the number of people and schools involved and the approximate cost. Results in the elementary schools indicated that the significant reading and arithmetic gains made in the first year of the program were not easy to duplicate in the second year because of the high achievement base established during the previous

year, but results in some schools showed that gains can be achieved by a concentration of resources averaging \$300 per pupil over the resources used in the regular program. Parent involvement and activities in intergroup relations and staff development had a supportive effect throughout the year. Junior high school pupils consistently exceeded their previous year's gains and uniformly surpassed their non-ESEA school mates. Notable increases in the number of staff conferences with pupils and parents and with other staff members were reported. (MBM)

ED 059 161

SP 005 519

Thurber, John C.

Individualized Inservice Teacher Education (Project In-Step). Evaluation Report. Phase III.

Palm Beach County Board of Public Instruction, Boynton Beach, Fla.

Pub Date Dec 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individualized Programs, *Inservice Teacher Education, *Multimedia Instruction, *Teacher Education, *Teaching Models

This is a report on the third phase of Project IN-STEP, which was intended to develop a viable model for individualized, multi-media in-service teacher education programs. (Phase I and II are reported in ED 033 905, and ED 042 709). The rationale for Phase III was to see if the model could be successfully transferred to an area other than teaching teachers to teach elementary science, and so permit acceptance of the hypothesis that the IN-STEP approach was successful. A vehicle for field testing the model was developed during Phase III, through a course in Management of Instructional Systems, and the model was then implemented to teach this course. Approximately 85 teachers in Palm Beach County took part in this field test. Instruction was individualized to a much greater extent by pre-assessing participants. Results showed that approximately 93 percent of the participants in Phase III developed an instructional system of their own, 100 percent completed at least one of the modules with a mastery of its content, and approximately 98 percent indicated that they had changed their behavior in the classroom and that they would implement skills, materials, and new techniques which they had acquired. The course is regarded as a vital step in teaching teachers to humanize their curricula offerings while still maintaining some structure within their program. (MBM)

ED 059 162

SP 005 520

Report of the Triple I Project. An Individualized In-Service Teacher Education Program.

Ball State Univ., Muncie, Ind. Teachers Coll.

Pub Date Feb 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *Inservice Teacher Education, *Teacher Attitudes, *Teacher Education, *Urban Schools

The Triple I (Indianapolis Individualized Inservice) Project attempted to utilize an individualized approach to in-service education for teachers at two elementary schools located in the inner city. Five learning modules were established which were based upon areas identified by the teachers through the use of a special instrument, "In-service Interest Inventory" (included in the document), and follow-up interviews. Consultants from Ball State University worked during one school year with the teachers individually and in small groups on topics declared to be of interest by the teachers. Informal evaluation was supplemented by a specially designed instrument, "In-service Inventory" (also included), which measured teacher attitude towards the Triple I Project and other in-service projects. While the Triple I Project was considered a success, one of the most significant findings was that teacher attitude appeared to be the greatest determinant of success or failure of this project, as judged from the teacher's own perception. A number of recommendations are given for other in-service teacher education programs based upon the analysis of the evaluation instrument used in this study. (Author/MBM)

ED 059 163

24

SP 005 523

Joyce, Bruce R. And Others

Implementing Systems Models for Teacher Education: Strategies for Increasing Feasibility. Final Report.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0774

Pub Date May 71

Grant—OEG-070-4726

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Elementary School Teachers, *Program Evaluation, *Teacher Education, *Teacher Education Curriculum, *Teaching Models

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This investigation inquired into Phase I and, to some extent, Phase II of the USOE Comprehensive Elementary Teacher Education Models Project, in which ten sets of specifications (program models) for elementary teacher training were developed using systematic planning procedures. The inquiry was designed to identify procedures for increasing the feasibility of the program models and focused on the following aspects: 1) the conceptions of the teacher, 2) program content and curriculum strategies, 3) provisions for matching training procedures to student character, 4) provisions for relating to the field, 5) systems for managing the learning systems. Research and development tasks which would be likely to increase the feasibility of each model were identified. Analysis indicated that most of the program specifications are fairly conservative. Several models had incomplete or weak conceptions of the teacher with consequent lack of program focus and questionable program power. Some programs had exceptionally strong elements which could be used to improve others, for example simulation laboratories, systems for integrating program elements, and ways of ensuring program integrity. The most powerful common element is the management technology which permits individualization, integration of program support systems with instructional systems, and continuous program redevelopment and monitoring. (Author/MBM)

ED 059 164

24

SP 005 524

Morgan, Argiro L.

Implications of the U. S. Office of Education Model Elementary Teacher Education Project for Xavier University. Final Report.

Xavier Univ. of Louisiana, New Orleans.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-8034

Pub Date Aug 71

Grant—OEG-0-9-288034-4323

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Elementary School Teachers, *Program Improvement, *Teacher Education, *Teacher Education Curriculum, *Teaching Models

Identifiers—CETEM, *Comprehensive Elementary Teacher Education Models

This report describes the revisions and innovations accomplished by Xavier University in its elementary teacher education program, after a year's study of the program models of the Comprehensive Elementary Teacher Education Models Project sponsored by the U.S. Office of Education in 1968. Chapter 1 contains a statement of the ideas and approaches deemed most significant in the program models, namely systems analysis, competency-based instruction, and field-centered pre-professional experience. The strengths of the program models are discussed. Chapter 3 contains a summary of the revision to the Xavier University curriculum during the 1970-71 session, and 47 modules of a language arts component are described in detail. Conferences and meetings attended by the staff are listed. Clinical experiences, accompanied by the report forms completed by students, are enumerated. Chapter 3 contains a brief conclusion to the study and indicates the general direction in which the Department of Elementary Education of Xavier University will move in 1971-72 in the revision of its program in order to prepare dynamic, intelligent, flexible, and well-educated elementary school teachers for the decades ahead. (Author/MBM)

ED 059 165

SP 005 526

Fletcher, Jerry L.

Proposal for the Design of a New Pattern for Training, Research, Development, Demonstration/Dissemination, and Evaluation Personnel in Education. Final Report.

Oregon State System of Higher Education, Monmouth, Teaching Research Div.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-0-9037

Pub Date Dec 70

Grant—OEG-0-70-4977

Note—577p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Educational Development, *Educational Research, *Program Development, *Research and Development Centers, *Research Projects

This report on the design of a new pattern for the training of research, development, demonstration/dissemination, and evaluation personnel in education contains a short introductory section, "Activities of the Design Phase," and four extensive appendices: minutes of the interim governing council meetings; the August 1, 1970 progress report; the September 1, 1970 progress report; and the preliminary final report of November 15, 1970. The components involved in the program were the identification and organization of the skills and competencies required, the development of the instructional model by which individuals in project settings would be trained in RDD&E competencies and skills, and the overall organization and management system for the training program. The details of the proposals included in the preliminary final report include the rationale; theoretical framework; objectives of the training program; performance criteria and evaluation plan; the institutions of the consortium; the training programs proposed for developers and evaluators, generalists and specialists, and long-term training; a simulation for a generalist trainer in a development program; recruitment, selection, and induction; the operation of the training programs; ability of the institutions in the consortium to fulfill their role; timelines by event and task; budget; and bibliography. (MBM)

ED 059 166

SP 005 527

Stemmock, Suzanne K.

Evaluating Teaching Performance.

Educational Research Service, Washington, D.C.

Pub Date Feb 72

Note—61p.; ERS Circular No. 2

Available from—Educational Research Service, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (single copy \$3.00; quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Evaluation Techniques, *National Surveys, *Performance Criteria, *School Systems, *Teacher Evaluation

This document updates a 1969 circular (ED 033 448) taking a new survey during the summer and fall of 1971. A questionnaire (included in the document) was sent to all school systems enrolling 25,000 or more pupils. The summary data are based on the responses of 110 school systems having teacher evaluation programs which they did not plan to revise in 1971-72. The topics covered include 1) purposes of evaluation; 2) frequency of evaluation; 3) evaluators; 4) evaluation procedures; and 5) appeal procedures. Examples of new practices designed to help the teacher help himself improve his performance and the quality of the education in his school are given. A number of evaluation forms are included to show the variety of approaches used. These are 1) Brevard County, Fla.; 2) Hampton, Va.; 3) Columbus, Ohio; 4) San Antonio, Texas; 5) Fort Worth, Texas; 6) DeKalb County, Ga.; 7) Colorado Springs, Colo.; and 8) Mt. Diablo, Calif. (MBM)

ED 059 167

SP 005 528

EDPA Summer Institute for Home Economics-Gainful Teachers of the Disadvantaged. Final Report.

South Carolina State Coll., Orangeburg.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Groups, *Home Economics Education, *Small Group Instruction, *Summer Institutes, *Teacher Education

Identifiers—*Education Professions Development Act, EPDA Programs

OBJECTIVES: The institute was organized around five of the major components believed to influence the quality of the relationship between the learner and the teacher: 1) characteristics of the disadvantaged learner, 2) perceptions and beliefs of the teacher, 3) facilitators of learning, 4) curriculum material, and 5) teaching skills. **DURATION:** June 14-July 2, 1971. **AUDIENCE:** Twenty selected participants, six with master's degrees, 13 with bachelor's degrees and one employed on a warranty. Seven colleges and universities and the four geographic districts of the state were represented, also the two predominant ethnic groups. Most participants had a wide variety of work experiences. **CURRICULUM:** This covered three areas: 1) occupational orientation for the middle school, 2) consumer and homemaking, and 3) occupational preparation in food service and child care. Details of the curriculum are included. **TEACHING METHODS:** The first two weeks were organized on a group interaction format, during the third week the organization varied according to the microteaching model. **MATERIALS OR FACILITIES:** Two air-conditioned rooms were available for discussion and group interaction. Help was provided through a resource materials center and the audio-visual center. **EVALUATION:** A self-evaluation model was used throughout the institute, with pre- and post-assessment of perceptions and beliefs providing evidence of change in the affective area. (MBM)

ED 059 168 SP 005 529

Dopyera, John
What's Open about Open Education? Some Strategies and Results.

Syracuse Univ., N.Y.
Pub Date Jan 72

Note—25p.; Speech given at Elementary-Kinder-
garden-Nursery Educators Conference,
Washington, D.C., Jan. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation
Techniques, *Educational Research, *Measure-
ment Instruments, *Open Education, *Progres-
sive Education
Identifiers—*Open Program Structure Index,
OPSI

The author contends that the openness of a program can be determined by the opportunities which are provided for certain behaviors, activities, and events to occur. Even though the specific content of the open education programs may vary, the degrees of freedom for behaving or the relative presence of opportunity for diverse involvement do not. The paper describes procedures and research undertaken to measure this facet of openness by means of a program structure index and a specific version of the procedure, the Open Program Structure Index (OPSI). The concern of the general procedure is to characterize the extent to which it is possible for a specified behavior, activity, or event to occur in a program setting, and illustrations of the use of this procedure are included. In the Open Program Structure Index, 15 specific items are used as the behavior and activity criteria, and the program is specified as it occurs on a typical day. Ratings are made for each criterion used and for each time period described. The procedure has been used to index openness in several school and early childhood programs and appears to be metrically adequate. Indications are that OPSI can be used to index a full range of programs reliably and validly, and that it is also adaptable for rating the components of a program. (MBM)

ED 059 169 SP 005 532

Brain, George B.

Leadership.

Washington State Univ., Pullman. Coll. of Educa-
tion.
Pub Date 14 Jan 72

Note—7p.; Paper presented at conference of the
Washington Association of School Administra-
tors, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Educational
Administration, *Leadership Responsibility,
*Leadership Training, *School Systems

There is a growing need for imaginative and
creative thought to support leadership among
local school systems, and the faculty in educa-
tional administration at Washington State Univer-

sity are engaged in a leadership development program for AASA and the National Academy of School Executives. The ideas being developed cover the following areas: 1) the current defensive position of administrators resulting from mere reaction to adverse events; 2) the need to seize initiative and avoid defensive positions; 3) the feasibility of public leadership by school administrators to bring about educational improvements; 4) the focus on public leadership, rooted in active concern for improvement and implying much more than management of existing services and resources; 5) the involvement of lay leaders to supplement personal charisma; 6) some seminar and report objectives to clarify the need for leadership initiative, to outline ways to encourage it, and to arouse public interest and generate public support; and 7) exploratory concepts of "educational needs" likely to elicit public support. (MBM)

ED 059 170 SP 005 535

Haefele, Donald, Comp.

Systems and Modeling: Self-Renewal of Teacher Education.

American Association of Colleges for Teacher
Education, Washington, D.C.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Dec 71

Grant—OEG-0-9-180550-4416(010)

Note—103p.

Available from—Order Dept., AACTE, One Du-
pont Circle, N.W., Washington, D.C. 20036
(\$3.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Planning, *Elementary
School Teachers, *Systems Analysis, *Teacher
Education, *Teaching Models

Identifiers—CETEM, *Comprehensive Elementa-
ry Teacher Education Models

This publication stems from a project to help
teacher educators and other professionals study
the Comprehensive Elementary Teacher Educa-
tion Models (CETEMs) by providing information
and promoting future-planning through partici-
pant examination of systematic planning
techniques. The seven papers included are 1) "Tea-
cher Education and Systems," by Robert B.
Howsam; 2) "Designing Changes in Teacher Edu-
cation Through Future-Planning: The Role of
Systems Theory," by Harold G. Shane; 3) "A
Scenario of Models, Systems Analysis, and
LEARNING Systems," by Walter LeBaron and
Judith Klatt; 4) "Systems Analysis in Teacher
Education," by James Popham; 5) "Some Con-
siderations upon Entering into New Arrange-
ments for the Preparation of Teachers," by
Donald R. Cruickshank; 6) "Variations on a
Systems Theme: Comprehensive Reform in
Teacher Education," by Bruce R. Joyce; and 7)
"Synthesis and Summary," by Donald Haefele.
Collectively, these papers reflect stages of
thought and of action proposals which teacher
educators can use in responding to demands for
better programs, sharper professional skills, and
deeper knowledge. Related documents are ED
027 068, ED 034 076, ED 041 857, and ED 049
165. (MBM)

ED 059 171 SP 005 536

**Paraprofessionals in Schools. How New Careerists
Bolster Education.**

National School Public Relations Association,
Washington, D.C.

Pub Date 72

Note—67p.

Available from—National School Public Relations
Assoc., 1201 16th St., N.W., Washington, D.C.
20036 (Stock No. 411-12804; single copy
\$4.00; discount on quantity orders)

**EDRS Price MF-\$0.65 HC Not Available from
EDRS.**

Descriptors—*Career Ladders, *Nonprofessional
Personnel, *Paraprofessional School Personnel,
*School Aides, *Teacher Aides

This special report examines the increasing use
of paraprofessionals and has chapters on the fol-
lowing topics: 1) "How It All Began," with the
introduction of more adults into the classroom
and the development of a nationwide 'Career Op-
portunities Program' (COP); 2) "Paraprofession-
als on the Job," including profiles of an
inner-city and a suburban aide, and a description
of the duties of the instructional aide, the suburban
aide, the community aide, and others; 3)
"Recruiting and Hiring the Paraprofessional"; 4)

"How and Where To Assign Aides"; 5) "Super-
vising the Aide," with questions which help to
pinpoint duties and suggestions for becoming a
more successful aide; 6) "Training the
Paraprofessional," with additional suggestions for
teacher training and team training, and information
on programs in Arizona, Georgia, West Vir-
ginia, New Jersey, Oregon, Texas, and Delaware;
7) "Evaluation of Aides and Aide Programs"; 8)
"Planning, Administration, and Funds"; 9) "How
the States Stand on Aides"; 10) "Teacher As-
sociations Eye the Aides"; 11) "Pros and Cons";
12) "Teachers Losing Fear of Aides"; and 13) "Sample
Programs" in Minneapolis, New York
City, Dade County Florida and multiunit schools
in 27 states. (MBM)

ED 059 172 SP 005 539

**Assessment of the Teacher Corps Program at the
University of Southern California and Partic-
ipating Schools in Los Angeles and Riverside
Counties.**

Comptroller General of the U.S., Washington,
D.C.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Jul 71

Note—49p.; Report by the Comptroller General
of the U.S.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Educa-
tional Needs, *Program Evaluation, *Teacher
Interns, *Urban Education
Identifiers—*Teacher Corps

This is the fourth in a series of reports compris-
ing a nationwide review of the Teacher Corps
program; it assesses the program at the University
of Southern California and participating schools
in Los Angeles and Riverside counties. The pro-
gram focused on the special educational needs of
Mexican-American and black children living in
the Los Angeles metropolitan area. Corps mem-
bers worked with individuals or small groups of
children who had language difficulties, discipli-
nary problems, or were slow learners. Some regular
teachers adopted corps members' techniques but
others believed that the innovations were not of
particular benefit. Corps members were instru-
mental in the development and operation of
learning centers which provided elementary
school children with materials for developing
their knowledge of mathematics, science, and so-
cial studies, and which continued operating after
the end of the program. Members also organized
or participated in community activities. Eighty-
two percent of the interns continued in teaching,
most in areas serving low-income families. The
university developed two teacher preparation pro-
grams modeled in some respects on the Teacher
Corps program. The General Accounting Office
believes the effectiveness of the programs could
be increased by the wider dissemination of in-
formation on successful experiments and teaching
techniques. Related documents are ED 005 208,
ED 005 252, and ED 005 140. (MBM)

ED 059 173 SP 005 540

Crouthamel, Willard W. And Others

**Evaluation of the Follow Through Program 1970-
71 Vol. V, No. 2.**

Atlanta Public Schools, Ga.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washing-
ton, D.C.

Pub Date Sep 71

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Analysis, *Decision Making,
*Program Content, *Program Evaluation, *Pro-
gram Improvement

Identifiers—*Follow Through Program

This report provides information and data to
school decision-makers, emphasizing the identifica-
tion of promising practices, major contributions
of personnel, and weaknesses of the Follow
Through program in Atlanta. Much of the infor-
mation presented is in a question-answer format
and is based on both hard and soft data. Sug-
gestions for improving the program are also in-
cluded. The main sections of the report are 1)
management-control, process, diagnosis, and
communication; 2) information data; and 3) con-
clusions, suggestions, and concerns. Major recom-
mendations are that 1) scheduled time should be
spent each week by the Follow Through director
and other key administrative and model person-
nel observing classes, 2) all policy should be

carefully specified before school begins, 3) the complete involvement of parents should be a major concern, 4) teachers and principals should be active participants at all planning meetings and conferences, 5) model oriented tests should be the basis of most assessment, and 6) there should be more of an emphasis on quality in the processing of data. An appendix includes the Follow Through data bank organization, feedback breakdown by schools, Follow Through objectives, priority of objectives, and comparison classes. (MBM)

ED 059 174 SP 005 541

Kiestling, Herbert J.
Input and Output in California Compensatory Educational Projects.

Spons Agency—Carnegie Corp. of New York, N.Y.; Rand Corp., Santa Monica, Calif.
Report No.—R-781-CC-RC
Pub Date Oct 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, *Learning Processes, *Program Evaluation, *Reading Improvement, *Reading Programs
Identifiers—*Stanford Reading Test

This report describes a study of the relationship of instructional process and program organization to pupils' learning in Title I compensatory education projects, as measured by the Stanford Reading Test. This is the first attempt to apply economic input/output methodology to compensatory education. Personnel in 42 projects in 37 California school districts were interviewed to obtain detailed data on teaching strategies, individual instruction time per pupil, intensity of instruction, patterns of coordination of project personnel, and other variables. Variables were related to pupils' monthly gain in grade equivalents via multiregression techniques, holding program length and beginning score constant. Results contradict reports that compensatory education is ineffective. Individual instruction by trained reading specialists was consistently related to gains. Less strongly related were staff planning time and individual instruction by classroom aides. The six best projects averaged at least 1.25 months' learning per month of instruction. None were large or urban, all had small group instruction by specialists, high ratio of managers to pupils, and planning coordination. (MBM)

ED 059 175 SP 005 543

Marland, S. P., Jr.
The Slow Pace of Revolution.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Pub Date Feb 72

Note—7p.; Speech presented to the 104th Annual Convention of American Association of School Administrators, Atlantic City, N.J., February 12-16, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Educational Change, *Educational Finance, *Financial Policy, *School Administration

Although school administrators are not usually thought of as revolutionaries, they are in fact deeply and constructively engaged with concerns that must be called revolutionary. The American school system has grown amazingly since 1920, when only 20 percent of 17-year-olds attended public schools, compared with nearly 80 percent today. Nearly one third of the entire population is enrolled in public and private institutions, and there has been a striking increase in the number of black students. Educational research has also greatly increased. The need for finance reform is receiving increasing attention and new ways of financing public education are being examined. Some of the questions to be considered in developing a fair and adequate educational finance system are 1) How and to what extent should we seek to diminish the wealth-based disparities among school districts within a state? 2) Assuming that such equalization among districts should be sought, should educational finance reform also seek to equalize expenditures among the states? 3) If intrastate equalization is desired, will local supplementation of resources be permitted? and 4) How can urban districts obtain the extra resources they need to deal with their special problems? (MBM)

ED 059 176

Marland, S. P., Jr.

A Time for Leadership in Education.

Pub Date Feb 72

Note—11p.; Speech presented to the meeting of the National Council of Administrative Women in Education at the 104th Annual Convention of American Assoc. Of School Administrators, Atlantic City, N.J., February 12-16, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, *Career Education, *Educational Improvement, *Leadership Responsibility, *Teacher Improvement
Identifiers—*Office of Education

After a brief review of the position of women in educational administration, the Commissioner examines the role of leadership in encouraging change and improvement. Administrators have a particularly sensitive and demanding role as working partners with teachers and the community. The Office of Education is moving to give school districts a major role in staff development and the preparation of teaching personnel. The teacher can no longer be required to conform to a preconceived pattern, and administrators must lead in providing more freedom for teachers, so that they may teach with maximum efficiency. The key objectives which have been set for the U.S. Office of Education for fiscal year 1972 are 1) career education, to equip high school graduates to hold decent jobs; 2) disadvantaged and isolated, to insure that a child not be a less successful learner simply because he lives in an urban ghetto or rural slum; 3) innovation, to coordinate research and development efforts through the National Institute of Education; 4) right to read, to reduce the number of illiterates unable to function adequately in the conduct of daily affairs; 5) handicapped, to secure the necessary specialized training and essential education services; and 6) management, to simplify procedures and reduce inefficiency in the U.S. Office of Education. (MBM)

ED 059 177

Bernabei, Raymond

Instructional Accountability.

Pub Date Feb 72

Note—8p.; Speech presented at the 104th Annual Convention of American Association of School Administrators, Atlantic City, N.J., February 12-16, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, *Educational Objectives, *Educational Quality, *Evaluation Criteria, *Models

After commenting on the increasing interest being shown in educational accountability, the speaker focuses on two questions—with the varied opinions about accountability, is it possible to establish an acceptable meaning of the term, and what are the steps in the process for implementing a model for accountability? Accountability is defined as a "logical and systematic method for collecting information of educational growth of pupils K-12 (or any target area thereof) so that educators may retain, redo, or eliminate educational programs being taught." The steps for the model are 1) start small, 2) identify faculty and organization, 3) list concerns of target area, 4) conduct needs assessment, 5) agree on goals of quality education, 6) state hypotheses, 7) determine product evaluation, 8) determine collection and analysis technique, 9) determine program for target area, 10) construct program objectives for target area, 11) construct instructional objectives for the target program, and 12) identify acceptable baseline criteria for evaluation of instructional objectives. Two of these steps—goals for quality education, and instructional objectives—are examined in detail. Other topics considered are learning responsibility, teaching accountability, using behavioral objectives in teacher-made tests, and sources, criteria, and components of behavioral objectives. (MBM)

ED 059 178

Fashay, Arthur W.

Humanizing the School Through Curriculum Planning.

Pub Date Feb 72

Note—5p.; Speech presented at the 104th Annual Convention of American Association of School Administrators, Atlantic City, N.J., February 12-16, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

SP 005 544

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Developmental Psychology, *Educational Objectives, *Individual Development

To prevent the move to make schools more humane from developing into another educational fad, the author proposes an approach to curriculum design and evaluation that explicitly relates the human condition to the necessary goals of teaching. To do this, he has prepared a grid in which the six elements of the human condition from developmental psychology intersect with the four elements of the operational goals. The operational goals of teaching are defined as fluency, manipulation, confidence/value, and persistence. The psychological categories are intellectual, emotional, social, aesthetic, spiritual, and physical. The grid indicates that we have projected a monstrous version of the human condition by our failure to examine seriously 22 out of 24 elements that belong in comprehensive curriculum design and evaluation. We know little about the aesthetic, spiritual, and physical aspects of growth, and current evaluation schemes tend to leave out the areas of confidence/value and persistence. The grid can offer a kind of map for curriculum development for a humane school. (MBM)

ED 059 179

Hipp, Frederick L.

Resolved: That Teacher Tenure Should Be Abolished.

Pub Date Feb 72

Note—3p.; Speech presented at the 104th Annual Convention of American Association of School Administrators, Atlantic City, N.J., February 12-16, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disqualification, *School Systems, *Teacher Employment, *Teacher Welfare, *Tenure

Identifiers—*Commission on Professional Rights Responsibilities, National Education Association, NEA

The author argues against the abolition of teacher tenure for several reasons: 1) no better protection for the schools or the teachers has been suggested, 2) many administrations do not provide evaluation or leadership for their staff, 3) protection for teachers is needed to assure stability to the school system as a whole, and 4) most state-wide tenure laws already provide for fair dismissal procedures for cause. Examples are given of the treatment of teachers in New Jersey where 40 percent do not have tenure. A 1965 statement of the NEA Commission on Professional Rights and Responsibilities is quoted on the purpose of tenure in ensuring competent and efficient school systems. The advantages provided by tenure for the teacher, students, board of education, and community are listed, as well as some of the abuses which it can prevent. (MBM)

ED 059 180

Knighton, Burton S.

A Cooperative Management System for Negotiations Information and Communication.

Pub Date Feb 72

Note—4p.; Speech presented at the 104th Annual Convention of American Association of School Administrators, Atlantic City, N.J., February 12-16, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, *Collective Negotiation, *Labor Problems, *Negotiation Impasses, *Teacher Strikes

Although strikes by public employees are illegal in Michigan, the rate of strike in Michigan public schools has been double that in the private sector. Teachers have been using the legal impasse procedures of mediation and fact-finding as a form of political power and pressure to bleed the school districts. Reasons for this include the labor-oriented public act; courts which do not enforce the no-strike clause of the act; and the lack of money, coordination, and organization on the part of school management. School management in the Metropolitan Detroit area has now organized for collective negotiations at the local, intermediate, and regional level. The Bureau of School Studies is a consortium of public school districts, intermediate districts, and universities which is devoted to research and services in the areas of school management. The Office of Collective Negotiations was established as an integral part of the Bureau in April 1970, and the pro-

gram has developed in two phases, the first consisting primarily of an on-going progress report of collective negotiations with teacher units. Phase two included workshops for management negotiators, reports on legal aspects of negotiations, master-management contract language, and progress reports on negotiations with non-certified units and administrative units. (MBM)

ED 059 181 24 SP 005 551

Bresnick, Lauren B.

Teacher Behavior in an Informal British Infant School.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0253

Pub Date 71

Note—35p.; Paper presented at the annual meeting of the American Educational Research Association, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Early Childhood Education, *Informal Organization, *Open Education, *Progressive Education, *Teacher Behavior

Identifiers—*Informal British Infant Schools

Systematic observation of teacher behavior in several classrooms of an informal British infant school was undertaken in order to determine typical patterns of interaction between teacher and child. Among the major findings reported are the following: 1) a typical pattern of teacher behavior in which extended substantive discussions with one or a group of children are interspersed with very brief exchanges, usually child-initiated and often concerned with organization or management questions with individual children; 2) extended interactions which are dominated by questioning of the child with respect to substantive (academic), personal, and self-management aspects of the task on which he is working; and 3) brief interactions which are heavily child-initiated and play a classroom management as well as an instructional function. On the basis of these data and other reports, informal teaching styles are analyzed for their means of fulfilling critical educational functions. (Author)

ED 059 182 SP 005 560

Bred, George

Nonverbal Behavior and Teaching Effectiveness.

Final Report.

South Dakota Univ., Vermillion. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-O-F-058

Pub Date Nov 71

Grant—OEG-6-70-0024(509)

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Communication, *Effective Teaching, *Nonverbal Communication, *Teacher Behavior

This report describes four experiments concerned with the effects of lecturer's degree of eye contact upon his teaching effectiveness, determined by the degree of audience retention of his message and by the audience's rating of the lecturer. In the first experiment, a male lecturer addressed small groups of female students in a laboratory setting. A 2 x 4 factorial design was employed with four levels of the lecturer's gaze at the eyes of the students (gaze, preferred gaze, excluded gaze, and no gaze). The students evaluated the lecturer and lecture and took a short test on content. Results showed that the lecturer's gaze had an effect on audience retention and on their perception of the lecturer. Experiment 2 used two levels of gaze and two levels of movement, with methodology and dependent variables similar to the first experiment but with large groups of male students in a classroom setting. No significant differences were found in the results. Experiment 3 investigated the effects of a videotaped lecturer's gaze and most subjects, regardless of experimental condition, indicated a positive change in attitude. Experiment 4 used similar procedure to the first experiment but with more subtle manipulations and greater control of the lecturer's gaze. No significant results were found. Future research should involve experimentation in actual classrooms to explore the nonver-

bal behavior of effective and ineffective teachers. (MBM)

ED 059 183 SP 005 592

Kysilka, Marcella Anderson, Betty

A Study to Evaluate Supervisory Feedback for Student Teachers.

Florida Technological Univ., Orlando.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-D-014

Pub Date Dec 71

Grant—OEG-4-71-0032

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Feedback, *Student Teachers, *Teacher Behavior, Teacher Supervision, Verbal Communication, Video Tape Recordings

This project investigated three methods of providing supervisory feedback to junior-year student teachers about specific verbal teaching behaviors. Subjects were divided into three groups and, during their regular 9-week student teaching assignments, completed two 20-minute teaching situations which were coded with Flanders' Interaction Analysis. Behaviors were analyzed according to prescribed group treatment: Group A (N=20) received comments from a university supervisor and a coded analysis of their teaching made by a trained observer; Group B (N=20) viewed, coded, and analyzed videotaped recordings of their teaching; and Group C (N=17) analyzed their own videotapes and received supervisory comments on their analyses. Analysis of data showed no significant difference among groups in the ratio between indirect and direct teacher verbal statements. The results of this study imply that the particular type of feedback student teachers receive is relatively unimportant in changing teacher behavior. (Author/LP)

ED 059 184 SP 005 593

Altman, Burton E. Castek, John E.

A Comparative Evaluation of the Effectiveness of Students Teaching, Interning and Micro-Team Teaching in Undergraduate Teacher Training.

Wisconsin State Univ., La Crosse.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-O-E-155

Pub Date Sep 71

Grant—OEG-5-710005(509)

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Internship Programs, Self Concept, *Student Teaching, Teacher Attitudes, *Team Teaching

Three types of undergraduate practice teaching environments—student teaching, interning, and micro-team teaching—were evaluated on the basis of the changes they produced in practice teachers' self-concept and openmindedness. Four instruments were administered to 121 practice teachers specializing in elementary education and to their cooperating teachers (N=69) in the fall and spring of 1970-71 academic year. The instruments were the "Minnesota Teacher Attitude Inventory", Wrightman's "Philosophy of Human Nature", Harvey's "This I Believe", and a questionnaire, developed for the study, which surveyed opinions about the nature of the practice teaching environment. A separate-sample, pretest-posttest design was used; data were analyzed with analysis of variance and Chi-square techniques. Findings indicate that the micro-team teachers and interns were more openminded as a result of their experience than were student teachers. There was no significant change in the self-concept of any of the practice teachers. Since the interns were selected on the basis of higher academic achievement and personal interviews, the findings suggest that micro-team teaching provides a superior environment. (Included are a 74-item bibliography, a description of micro-team teaching, and the four instruments.) (Author/LP)

TE

ED 059 185 TE 002 541

Nemetz, George F., Comp.

English Teacher Specialists for California Schools: Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

Pub Date 72

Note—30p.

Available from—Order Section, Fiscal Office, California State Department of Education, 721 Capitol Mall—Room 551, Sacramento, California 95814 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Elementary School Teachers, *English Instruction, Group Discussion, *Inservice Teacher Education, Program Evaluation, Secondary School Teachers, *Specialists, *State Programs, *Teacher Improvement, Training Techniques

Identifiers—*California

This document is the Foreword, Preface, list of the English Textbook and Framework Implementation Committee, and Introduction of a larger document concerned with the English Teacher Specialist Program of the California State Department of Education. The Introduction provides background information, including a brief history of departmental activities in the realm of English education in recent years. The rationale that led to the development of the English Teacher Specialist Program is discussed, and specific program activities that have been carried out are described. Suggestions are made regarding ways in which the English Teacher Specialists might more effectively be used. (DB)

ED 059 186 TE 002 745

Guidelines for Communication Arts: K-12.

Pub Date 71

Note—243p.

Available from—Board of Catholic Education, Diocese of Cleveland, 5103 Superior Avenue, Cleveland, Ohio 44103 (\$9.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attention, Catholic Schools, Creative Thinking, Discrimination Learning, *Elementary Grades, *English Curriculum, *Guidelines, Kindergarten, *Language Arts, Listening Skills, Objectives, Perception, Reading Comprehension, Reading Habits, Resource Materials, *Secondary Grades, Speech Skills, Thought Processes, Visual Discrimination, Writing Skills

Identifiers—*Cleveland Diocese, Ohio

These guidelines are part of a total curricular program K-12 developed for use in the elementary and secondary schools of the Diocese of Cleveland. Objectives for the study of the communication arts in these grades are listed as follows: (1) Listening with attention, discrimination, and empathy, (2) Viewing with perception, discrimination, and appreciation, (3) Thinking clearly critically, and creatively, (4) Reading with comprehension, discernment, and for enjoyment, and (5) Speaking and writing with clarity and precision, thoughtfully and effectively, and with honesty and conviction. A section on teacher resources for these grades is included. (CK)

ED 059 187 TE 002 747

The Circle in the Spiral: Up the Down Spiral with English, Volume II.

Catholic Board of Education, Diocese of Cleveland, Ohio.

Pub Date 69

Note—235p.

Available from—Board of Catholic Education, Diocese of Cleveland, 5103 Superior Road, Cleveland, Ohio 44103 (\$3.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Advanced Students, Average Students, *Catholic Educators, Composition Skills (Literary), Cultural Differences, Curriculum Design, Curriculum Guides, Dialects, Drama, Educational Programs, *English Curriculum, *English Instruction, Improvement Programs, Literature, Poetry, *Projects, *Secondary Schools

Identifiers—*Project Insight

This document reports on a project on changing and improving the teaching of English, Project Insight. This project aims to improve the instruction of English on the secondary level through an organically unified English program. Initiated by the Board of Catholic Education, the project included participants from both public and Catholic high schools of Greater Cleveland, Canton, and Youngstown. The project is divided into 15 sections: (1) Design for an English curriculum, (2) An Insight into the Writing Process, (3) A program for the culturally different, (4) Seventh Grade Program for Average Students, (5) An Eighth Grade Program Highlighting Di-

lect, (6) English Education, (7) An Eighth Grade Poetry Unit, (8) A Ninth Grade Syllabus for College Prep Students, (9) Drama, (10) Comparative English and American Literature, (11) Syllabus for Above-Average Tenth Grade Students, (12) A Twelfth Grade Syllabus for Non-College-Bound Students, (13) Poetry, (14) Sequential Development of an Honors Program, and (15) A Reader's Theatre Adaptation of Goethe's "Faust." (Author/CK)

ED 059 188 TE 002 750

Watkins, Barbara Wiley, Shirley
Modular Curriculum: English. Comparative Literature: The Epic Tradition.
Kansas Univ., Lawrence. Extramural Independent Study Center.

Pub Date 71

Note—135p.

Available from—Coordinator of Secondary Education, Extramural Independent Study Center, University of Kansas, Division of Continuing Education, Lawrence, Kansas 66044 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, Correspondence Study, Course Content, *English Curriculum, *Epics, Guides, Independent Study, *Literary Analysis, Literary Criticism, *Models

This independent course of study is designed to be completed within a one-year period. The course centers on the epic tradition, analyzing several well-known epics and comparing them from a critic's point of view. It is emphasized that many aspects of the course involve questions for which there are no ready answers. The introductions following each reading assignment are intended to be read twice: once before reading the epic assigned for that lesson and then again after finishing the poem. Epics assigned include: "The Iliad of Homer," "The Odyssey of Homer," "The Aeneid of Virgil," "The Song of God: Bhagavad-Gita," "Beowulf," "The Song of the Nibelungs," "The Song of Roland," "Poem of the Cid," and "John Brown's Body." (Author/CK)

ED 059 189 TE 002 755

Correll, Robert M.

Rhetoric: How Do You Carve an Elephant?

Pub Date 71

Note—16p.; A lecture contained in The Discovery of English (Urbana, Illinois: National Council of Teachers of English, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, *Composition (Literary), Creative Writing, Educational Objectives, *Language Usage, *Rhetoric, Teacher Role, *Teaching Techniques, *Writing Skills

The use of rhetoric as a focus in teaching writing, working for understanding, not obedience to rules is discussed and illustrated. Rhetoric is defined as the art of making choices among available means of expression. The major implication of the definition is said to be that rhetoric, as the art of selection, is primarily concerned with anticipating effects. It is suggested that all that the teacher can do honestly is to try to give students the kind of information that will help them anticipate effects and therefore choose usage intelligently. To promote understanding rather than dictation, it is suggested that writing be looked at as a flow or continuity. To understand the experience of writing, it is stated that teachers of writing should write. (DB)

ED 059 190 TE 002 769

Pollock, Thomas Clark

Misspelling in Grades 9-12.

Pub Date 71

Note—8p.

Journal Cit—English Record; v22 n1 p46-53 Fall 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), Data Analysis, *Error Patterns, *High School Students, *Spelling, *Structural Analysis, *Word Lists

Identifiers—United States

This document is a report on a study of errors in spelling which high school students in 48 states, the District of Columbia, and Canada have made in their writing, with special reference to the words most frequently misspelled, their relative frequency, and the kinds of spelling errors which the student made. An analysis of the different words misspelled and the number of times each word was misspelled shows that most of the words were misspelled only rarely, while a com-

paratively few words were misspelled much more frequently. Five major groups of errors were noted: (1) misspelling of endings of words, (2) misspelling of vowels, (3) misspelling of homonyms or near homonyms, (4) misspelling of consonants, and (5) misspelling of prefixes and combining forms. An outline of the kinds of spelling errors made in grades 9-12 is included for reference. (CK)

ED 059 191 TE 002 770

DelBosco, Frank

Secondary Teaching Style in Communication Terms.

Pub Date 70

Note—141p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-7988: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Content Analysis, Data Analysis, *Oral Communication, Rating Scales, Secondary School Students, *Secondary School Teachers, Social Behavior, *Student Opinion, Teacher Behavior, Teaching Quality, *Teaching Techniques

Teaching style of junior and senior high teachers was investigated through student perceptions of "good" and "bad" teachers. Nearly 500 sets of unstructured, raw student comments were content analyzed from a communication standpoint. The four major dimensions of the communication framework were: Social Aspects, Presentation, Expressive Aspects, and Credibility. The most frequently noted teacher communication behavior on all levels for both "good" and "bad" teachers was Social Tone. On both levels, for "good" and "bad" teachers, Practical Experience was last ranked in frequency of student mention. Presentation was the first ranked dimension on all secondary levels, while Expressive Aspects was the least cited dimension of teacher communication behavior. For bad teachers Credibility and Social Aspects changed second and third places by narrow margins, while the Social dimension was ranked second for all good teachers. Summed scores of Credibility and Social dimensions were very close in all levels of data. Distinctive style descriptions were drawn up for both "good" and "bad" teachers on both secondary levels. Directly quoted student comments were used as style descriptors. Comparisons were drawn between data from this study and the college level study of Jarett. (Author/CK)

ED 059 192 TE 002 771

Hart, Roderick Patrick, Jr.

Philosophical Commonality and Speech Types.

Pub Date 70

Note—292p.; Ph.D. Dissertation, Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-6311: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Attitudes, Beliefs, Cluster Grouping, *Content Analysis, Dogmatism, *Hypothesis Testing, Interpersonal Relationship, Objectives, Oral Communication, *Philosophy, *Rhetoric, *Speech

This study attempts to investigate the nature of speech types and to arrive at hypotheses for a theory of rhetorical genres. The investigation tries inductively to answer the question: To what extent do recurrent rhetorical patterns suggest groupings of speeches on the basis of presuppositions philosophically shared between speakers and listeners? A sample of 54 contemporary speeches was subjected to 19 critical examinations. The analyses suggested five general clusterings of speeches. The first speech type identified was called doctrinal, since speakers and listeners in these situations shared commitments to formal doctrines or dogmas. The second speech type was called quasi-doctrinal, since speakers shifted between very doctrinal behavior and decidedly non-doctrinal speaking patterns. A third cluster of speeches were practical in that they constantly emphasized the purposes of certain organizations. A fourth speech type identified consisted of speeches addressed to apparently uncommitted listeners—uncertain rhetoric. The rhetorical behaviors of a fifth group of speeches appeared "cautious." The differences

between the different genres identified are differences of degree rather than kind. The hypothesis which appears warranted by the study is: Human discourses will congregate at at least five major points on a line extending from situations in which speakers and listeners shared few if any immediately pertinent presuppositions to situations in which philosophical commonality is pronounced. (Author/CK)

ED 059 193 TE 002 772

Ferguson, Rowena

Editing the Small Magazine.

Pub Date 66

Note—282p.

Available from—Columbia University Press, 562 W. 113 Street, New York, New York 10025 (\$1.95)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, *Authors, *Guides, *Job Analysis, *Journalism, *Periodicals, Professional Occupations, Standards

Identifiers—*Editing Procedures

The purpose of this book is to provide a practical guide for persons who are responsible for the issuance of the small magazine. It deals with accepted methods and techniques used in getting out such periodicals, with standards and sources of content material, with various matters relating to physical appearance, and with executive and administrative questions. Part I deals with Technical Editorial Functions and Part II with Executive Editorial Functions. Chapter 1, The Editorial Process, points out that the small magazine editor must maintain a set of professional relationships that are somewhat different from those of the editor of a commercial magazine. Chapter 2, Editorial Planning, emphasizes that the first goal of planning is to assure that the pages of the magazine are filled with the right kind of content. Chapter 3, Procuring Manuscripts, describes the kinds of writers that may be useful to the small magazine and describes ways of obtaining their best work. Other chapters are entitled: Pictures and Their Uses, Processing the Manuscripts, Laying Out the Pages, Printing the Magazine, Basic Editorial Policy, Basic Design, and The Editor and His Readers. (Author/CK)

ED 059 194 TE 002 773

Britton, J. N. And Others

Multiple Marking of English Compositions: An Account of an Experiment.

Schools Council, London (England).

Report No.—Exam Bull-12

Pub Date 66

Note—58p.

Available from—Pendragon House, Inc., 899 Broadway Avenue, Redwood City, California 94063 (\$0.80 prepaid)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Composition (Literary), Data Analysis, *Evaluation Techniques, *Grading, Reliability, *Student Evaluation, Validity, *Writing Skills

Identifiers—England

An experiment was conducted to find a better method of marking English composition than that which is in general use. The method tested was one in which each composition was assessed independently by three markers who judged the general impression of the writing, and by a fourth marker who applied a code of penalties for mechanical errors. Brief written instructions were provided to the impression markers prior to the experiment. Results of this method of marking were compared with the examiners' marking of General Certificate of Education (G.C.E.) "O" Level compositions, carried out by the Cambridge Board. The comparison showed: (1) with the new method, the marks were more reliable, as shown by greater agreement between the marks given to a set of compositions by two teams of markers; (2) the marks obtained by the new method agree more closely with the examinee's estimate of his writing ability; and (3) since the value of a piece of writing is to a considerable degree a matter of opinion, the new method provides an all-round view of the writer's performance in a subjective task. Further improvements that may be made to the new method are considered, and lines of further enquiry are indicated. Six appendices and references are provided. (DB)

ED 059 195

Irwin, Virginia

Reds, Greens, Yellows Ease the Spelling Blues.

TE 002 774

Pub Date 15 Oct 71

Note—8p.

Journal Cit—Missouri English Bulletin; v28 n4 p1-8 October 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Color Presentation, Data Analysis, Educational Innovation, *High School Students, *Seniors, *Spelling, Statistics, *Teaching Methods, Tests, Transparencies, Visual Perception, Word Lists

This document reports on a color-coding innovation designed to improve the spelling ability of high school seniors. This color-coded system is based on two assumptions: that color will appeal to the students and that there are three principal reasons for misspelling. Two groups were chosen for the experiments. A basic list of spelling demons was drawn up to examine whether particular rules were responsible for words on the list. A total of 116 words was color-coded. Three colors - red, green, and yellow - were used as meaningful for car-conscious high school students. Transparencies were made with five words on each transparency. Three days a week, a new transparency of five words was projected and an explanation of the five given. Two days a week previous transparencies were used to keep a steady review in progress. Unannounced periodic tests were administered. Statistics clearly show that the color-coded method was superior to the traditional spelling-list announced-test techniques. It is concluded that the use of visual presentations, especially those connected with technology, is meaningful to present-day high school students. It is recommended that teachers of language become more sensitive to the visual stress in popular culture. (CK)

ED 059 196

TE 002 775

Chomsky, Carol

Linguistic Development in Children From 6 to 10. Final Report.

Radcliffe Inst., Cambridge, Mass.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-9-A-055

Pub Date 24 Jun 71

Grant—OEG-1-9-090055-0114(010)

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Language, Correlation, *Elementary School Students, Knowledge Level, *Language Development, Linguistics, Measurement Techniques, Psycholinguistics, Reading Assignments, Reading Skills, *Structural Grammar, Syntax, *Testing, *Test Results

Language acquisition in children, ages 6 to 10 years, and their linguistic competence with respect to complex aspects of English syntax, are studied. The nature of specific disparities between adult and child grammar are discussed, and the gradual reduction of these disparities as the children's knowledge of language increases is traced. In all, 36 children are tested by means of psycholinguistic experiments for knowledge of 8 complex syntactic structures; 5 of the structures prove to be acquired in sequence, revealing 5 developmental stages in syntax acquisition. Of particular interest is the regular order of acquisition of structures, accompanied by considerable variation in rate of acquisition. The range of ages at each linguistic stage is considerable. The children's exposure to written language as complex language inputs is examined in relation to linguistic development rate. Reading background and current reading activity are surveyed through interviews with both children and parents and through daily records of the children's reading (and listening) over a one-week period. Information is given on amount and complexity of independent reading and listening, background in children's literature, and recall and recognition of books. Lists of books read and named are included. A formula was developed and applied to 150 books and magazines reported to judge reading complexity levels. Methods are assessed, and relationships discussed. Results show a strong correlation between reading-exposure measures and language development. (Author/CK)

ED 059 197

TE 002 777

Hogan, Homer

The Fallacy of the Common Tongue.

Pub Date 71

Note—6p.

Journal Cit—Kentucky English Bulletin; v21 n1

p3-8 Fall 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *High School Students, Innovation, *Language Usage, Lyric Poetry, Musical Composition, *Poetry, Relevance (Education), *Teaching Techniques

This article shows how to make poetry relevant to high school students. The technique involved is one in which the student is shown just those meanings which he can spontaneously relate to his emotions and interests. This synthesis can be made by using the lyrics of popular songs. The student can see the images, mood and dramatic situation of the speaker-singer, sense the ironies and tensions in the statements, watch how the ending of the song grew out of beginning—become aware in other words, of all those poetic elements and functions which the beginning student might one day see brought to perfection in the great poetry of our heritage. In addition to foreshadowing in song lyrics this kind of formal significance in poetry, the teacher might ask his students to express and bring into awareness their feelings about what the lyrics say. At the right point in the course of study, the teacher may make the transition from popular lyrics to the poetry of a poet such as E.E. Cummings or Dylan Thomas. (CK)

ED 059 198

TE 002 778

Marckwardt, Albert H.

The Concept of Standard English.

Pub Date 71

Note—24p.; A lecture contained in The Discovery of English (Urbana: NCTE, 1971: 13-36)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Comparative Analysis, *Concept Formation, Dialects, *English, *Language Development, Models, Social Change, *Social Influences, Speech Habits, Standards, *Standard Spoken Usage

Identifiers—England, United States

The basic scope of this document is a study of the emergence of a linguistic standard for England. It is stated that this was essentially an unconscious process, a recognition of an existing social situation, which took place during the 15th century. A differentiation is made between speech characterized as standard and that characterized as model. The former is simply a statement of fact, whereas the latter is regarded as having acquired such prestige that it is considered as essential to professional performance and to social and economic advancement. A dialect usually achieves the status of a standard before it becomes accepted as a model. This is defined as a transition from the realm of unconscious acceptance to that of conscious prescription. It is pointed out that at no period in the development of English was the linguistic standard as absolute and monolithic as is often assumed. The Londoner, living during the reign of the first Elizabeth, had certain choices not available to his twentieth-century counterpart in the time of Elizabeth II, and vice versa. Standard English, it is emphasized, can only be understood in the perspective of its long development and the forces which shaped it. Social utility was the dominant force which shaped the standard at the outset, and the language has continued to be responsive to the demands of a constantly changing social situation. (Author/CK)

ED 059 199

TE 002 779

Worth, George J.

Nineteenth-Century English Literature and Twentieth-Century American Problems.

Pub Date Dec 70

Note—7p.

Journal Cit—Bulletin of the Kansas Association of Teachers of English; v56 n2 December 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, College Students, *English Literature, *Nineteenth Century Literature, Political Issues, *Problem Solving, *Relevance (Education), Student Attitudes, Teacher Role, Urban Areas, *Values

This document focuses on relevance in literature. The question is posed: What are teachers of English doing to help bring about a day when there will be no more politically motivated arson, no more riots, nor more young people shot in the streets or on the campuses? The point is made that there is scarcely a major English author in the 19th century who does not speak in some profound way to one or more 20th century problems. These problems are described as those

of living in the modern world, in a rapidly growing industrial, scientific, technological, materialistic, urbanized society. It is claimed that today's most gifted writers tend to ignore these problems because they have given up on the modern world. It is further claimed that the best 19th century writers resemble the best of our youth in their refusal to come to terms with this new age. The document is concluded with a quote from Carlyle to the effect that there are values even in a materialistic world that lead us to live purposeful and aware lives. (Author/CK)

ED 059 200

TE 002 780

House, Arthur S., Ed.

Communicating by Language: The Speech Process.

Pub Date [67]

Note—327p.; Proceedings of the Conference on Communicating by Language: The Speech Process (Princeton, April 26-29, 1964)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Acoustic Phonetics, Articulation (Speech), Behavioral Science Research, *Communication (Thought Transfer), *Conferences, Discourse Analysis, Feedback, Group Discussion, Interaction Process Analysis, *Interdisciplinary Approach, Language Development, Language Skills, Models, Neurology, Perception, *Problem Solving, Psychology, Psychomotor Skills, *Speech, Stimuli

This document reports on a conference focused on speech problems. The main objective of these discussions was to facilitate a deeper understanding of human communication through interaction of conference participants with colleagues in other disciplines. Topics discussed included speech production, feedback, speech perception, and development of language and language skills. Five levels of discourse were dealt with—the acoustical, the neurologic, the articulatory, the psychologic or behavioral, and various model languages. A concept of the speech-production system discussed was a system that has an output of phonemes and an input of control instructions. The discussion of the concept of feedback revealed that, depending upon the level of complexity of the speech response that was under discussion, the conference participants had a difficult time settling on how many and how extensive had to be the feedback loops that would be involved. In the consideration of speech perception, conference participants again had difficulty in reaching a decision on the definition of the stimulus for speech perception. A review is given of the schedule of development of certain kinds of speech and language behaviors. Conclusions include: (1) Speech production is a general kind of complicated motor behavior; and (2) Time-variant characteristics of speech signals are less identifiable anatomically than are spectral characteristics. (CK)

ED 059 201

TE 002 781

A Resource Bulletin for Teachers of English: Grade Seven.

Baltimore County Public Schools, Towson, Md.

Pub Date 71

Note—378p.

Available from—Baltimore County Board of Education, Towson, Maryland 21204 (\$8.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Communication Skills, *Course Objectives, *English Curriculum, *Grade 7, *Guides, Instructional Materials, Junior High School Students, Language Development, Learning Activities, Literary Genres, Resource Materials, *Secondary Education, *Secondary School Students, Student Participation, Teacher Workshops, Teaching Guides

The present guide for the junior high school was prepared by a teacher workshop for the average and above-average student in the "regular" English program. Some objectives of the program are: (1) To help pupils appreciate that language is the basis of all culture; (2) To provide opportunities in a natural setting for the practice of communication skills which will promote desirable human relationships and effective group participation; and (3) To teach pupils to listen attentively and analytically and to evaluate what they hear. The program introduces adolescents to literary, linguistic, and rhetorical traditions and forms; it also caters to students' interests, and uses, as much as possible, contemporary materials and ideas. The program encourages student involvement in all its aspects and emphasizes learn-

ing through all the senses so that learning is total rather than merely verbal. The program presents major units for each grade, 7-9. There are a variety of types of units in each grade, e.g., at least one unit that emphasizes a particular literary genre, one that is thematically organized, and another that emphasizes the continuity of a particular literary tradition or motif. The units contained in this document are specifically for grade 7. (For related document, see TE 002 782.) (CK)

ED 059 202 TE 002 782

A Resource Bulletin for Teachers of English: Grade Nine.

Baltimore County Public Schools, Towson, Md.

Pub Date 71

Note—355p.

Available from—Baltimore County Board of Education, Towson, Maryland 21204 (\$8.00)

Document Not Available from EDRS.

Descriptors—Communication Skills, *Course Objectives, *English Curriculum, *Grade 9, *Guides, Instructional Materials, Junior High School Students, Language Development, Learning Activities, Literary Genres, Resource Materials, *Secondary Education, *Secondary School Students, Student Participation, Teacher Workshops, Teaching Guides

The present guide for the junior high school was prepared by a teacher workshop for the average and above-average student, in the "regular" English program. Program objectives include: (1) Helping students appreciate that language is the basis of all culture; (2) Providing opportunities in a natural setting for the practice of communication skills which will promote desirable human relationships and effective group participation; and (3) Teaching pupils to listen attentively and analytically and to evaluate what they hear. The present program for junior high school English introduces adolescents to literary, linguistic, and rhetorical traditions and forms; at the same time, it caters to students' interests, and uses, as much as possible, contemporary materials and ideas. The program emphasizes learning through all the senses so that learning is total rather than merely verbal. The program presents major units for each grade, 7-9. There are a variety of types of units in each grade, e.g., at least one unit that emphasizes a particular literary genre, one that is thematically organized, and another that emphasizes the continuity of a particular literary tradition or motif. The units contained in this document are specifically for grade 9. (For related document, see TE 002 781.) (CK)

ED 059 203 TE 002 784

Nye, Russel

The Unembarrassed Muse: The Popular Arts in America.

Pub Date 70

Note—508.; Two Centuries of American Life: A Bicentennial Series

Available from—The Dial Press, Wholly-owned Subs. of Dell Publishing Company, Inc., 750 Third Avenue, New York, New York 10017 (\$3.95)

Document Not Available from EDRS.

Descriptors—*Art, Art Products, Attitudes, *Cultural Activities, Fiction, *Humanities, Literature Appreciation, *Majority Attitudes, Mass Media, Minority Groups, Music, Poetry, Public Opinion, Research, *Standards, Theater Arts, Values

This book is a study of certain of the popular arts in American society, that is, the arts in their customarily accepted genres. "Popular" is interpreted to mean "generally dispersed and approved"—descriptive of those artistic productions which express the taste and understanding of the majority and which are free of control, in content and execution, from minority standards of correctness. The arts, as the term is used in this study, are works in literature, music, drama, and other artistic and broadly humanistic forms, produced for and expressive of the convictions, tastes, values, and feelings of the general public. The book is divided into six parts: (1) Popular Fiction and Poetry, (2) The Popular Theater, (3) Popular Arts on the Newsstand, (4) Cops, Spacemen, and Cowboys, (5) Let the People Sing: Popular Music, and (6) Media Hot and Cool: Movies, Radio and Television. (Author/CK)

ED 059 204

MacLay, Joanna Hawkins

Readers Theatre: Toward a Grammar of Practice.

Pub Date 71

Note—117p.

Available from—Random House, Inc., Subs. of RCA Corporation, 201 E. 50 Street, New York, New York 10022 (\$2.50)

Document Not Available from EDRS.

Descriptors—Abstracting, *Audiences, Cultural Enrichment, *Group Relations, Guides, Literary History, Literature, Literature Reviews, *Oral Expression, Problem Solving, Psychology, *Readers Theater, Structural Analysis, Textbooks, *Theater Arts, Visual Perception

This book is an attempt to begin filling the need for an aesthetic for Readers Theatre by abstracting from such sources as the history of theatre practice, the history of literary structure, the psychology of visual perception, and the history of aesthetics, some principles of audience-text-performer relationships. The book is written primarily from the point of view of the Readers Theatre director; it considers particular problems encountered by the director and suggests how the abstracted principles of audience-text-performer relationships could be applied in a production that is aimed at featuring the literary text. Chapters Two through Six consider problems encountered in selecting literature, and in casting, directing, and designing; there is also a brief discussion of performing in Readers Theatre. Chapter Seven provides practical application of the principles discussed by taking a complete Readers Theatre script and indicating how these principles could be used to feature the text in performance. (Author/CK)

ED 059 205

Mills, Gordon Everard

A Study of Stimulus-Explicitness and Entering Behavior in Initial Speech Instruction.

Pub Date 70

Note—96p.; Ph.D. Dissertation, Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-6340: MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Students, Educational Research, *Oral Expression, *Speech Instruction, *Stimulus Behavior, *Teaching Techniques

This study presented a model which described and classified incoming students and recommended the type of instruction they should receive in the initial speech course. The sample population used was 104 university students in a basic speech course. Conclusions reached are: (1) There was a direct relationship between explicitness of instruction and learning; (2) The relationship between entering behavior and performance on the final speech appeared direct; and (3) An inferred relationship between entering behavior and stimulus-explicitness was shown. (Author/DB)

ED 059 206

Johnson, Richard C.

The Theatre Student: Producing Plays for Children.

Pub Date 71

Note—154p.

Available from—Richards Rosen Press, Inc., 29 E. 21 Street, New York, New York 10010 (\$6.96)

Document Not Available from EDRS.

Descriptors—Audience Participation, Behavior, *Children, Cognitive Processes, Creativity, *Dramatics, Imagination, Learning Experience, Memory, Organizations (Groups), Production Techniques, *Role Playing, *Secondary School Students, Standards, Student Participation, *Theater Arts

This book was written to clarify the role that theatre plays in the life of children. Its contents include a prologue, eleven chapters, and an epilogue. In the prologue, the truly educated person is described as one who has learned to make controlled use of all his capacities. Participation in role-playing experiences, such as involvement with the theater, is considered an important education for life in the world. In a theatre of youth for children, the child audience gains new directions for imagination to travel. Performers

TE 002 785

and production crew gain understandings and insights. Chapter I gives several suggestions on how to become initially involved in a children's play production. Chapter II lists criteria for selecting the right play. In Chapter III, ways of presenting the play are discussed, and Chapter IV deals with reaching the audience. Chapter V delves into the creative process as does Chapter VI through VIII. Chapter IX discusses the meeting between audience and play, Chapter X discusses scenery for touring, and Chapter XI examines various organizations for children's theater. The prologue describes the importance of memory to the human experience, particularly to a child's experience, and the role that the theater can play in contributing to memorable experiences. (CK)

ED 059 207

Downer, Alan S., Ed.

Conference on Theatre Research. A report on the Princeton University Conference (November 20, 1965 - April 29-30, 1966; October 7-8, 1966).

American Educational Theatre Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No—BR-5-0240

Pub Date Jun 67

Contract—OE-6-10-152

Note—80p.

Available from—American Theatre Association, John F. Kennedy Center, 726 Jackson Place, N.W., Washington, D.C. 20566 (\$2.50 for ATA members, \$3.50 for nonmembers)

Journal Cit—Educational Theatre Journal; v19

n2A p235-309 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Conferences, Educational Technology, Graduate Study, High School Curriculum, Literary Criticism, Literature, *Research, *Teaching Techniques, *Theater Arts, Universities

Identifiers—Princeton Conference

A series of conferences on theatre research were held with the following specific goals: (1) to establish the limits of the major areas of theatre research and to determine the nature of the several theatre disciplines; (2) to arrive at preliminary statements affecting methodologies, areas of specialization, research materials, centers of research activity, and fundamental conditions for research activity; (3) to initiate discussions which would lead to more general and more formal standards for theatre research; and (4) to publish and disseminate a collection of papers about the nature of research in the major theatre disciplines. The eight chapters of the document are as follows: I. Introduction: History and Procedure of the Conference; II. Historical Backgrounds to University Research in Theatre; III. Consensus of Conference Opinion on Research Areas; IV. Behavioral Science Research and Theatre; V. The Teaching of Theatre: A Challenge to Education; VI. Research in Theatre Architecture and Design; VII. Research in Theatre History; and VIII. Theatre Literature and Criticism. Appendix A presents 15 selected papers, and Appendix B lists the members of the conference and their positions. (DB)

ED 059 208

Smith, Elbert J., Ed.

Registry of Communication Research: An Identification of Selected Communication Research Projects in the Academic Community.

National Center of Communication Arts and Sciences, Denver, Colo.

Pub Date 71

Note—310p.

Available from—National Center of Communication Arts and Sciences, P.O. Box 207, Denver, Colorado 80201 (\$7.60 for institutions, \$5.00 for individuals)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Behavioral Science Research, Colleges, *Communication (Thought Transfer), Data Collection, *Educational Research, Information Theory, *Nonverbal Communication, *Oral Communication, Reference Materials, Speech, Surveys, Universities, Writing

This Registry is designed to be a single-source reference to aid in determining the kinds of communication research in process, where it is being conducted, and by whom. The projects are categorized by one or more primary areas of

communication and then as to the most applicable basic form of communication. Basic areas of communication research are: Communication Theory, Interpersonal Communication, Small Group Communication, Organizational Communication, Mass Communication; Communication Education, and Communicative Disorders. Forms of communication into which the basic areas are divided are Oral, Non-Verbal, Written or Pictorial, Machine, and Multi-Media. Author and Subject indexes are provided. The three appendixes are: A. Schools Surveyed; B. Sample Input Form; and C. Listing of Other Sources. (DB)

ED 059 209 TE 002 790

Klein, Marvin L. Grover, Burton L.
An Assessment of the Effectiveness of Symbolic Logic in the Teaching of Composition. Final Report.

Cooperative Educational Service Agency 10, Plymouth, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-9-E-058

Pub Date Oct 70
Grant—OEG-5-9-595058-0039(010)
Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), Educational Research, English Instruction, Essays, *Logical Thinking, *Persuasive Discourse, Rhetoric, Secondary Education, Sentence Structure, Student Evaluation, *Symbolic Language, Teacher Attitudes, *Teaching Techniques, Writing Skills

This research project was carried out to test the hypothesis that symbolic logic instruction, if taught in a secondary school field situation in a way which included specific applications to argumentative composition, would effect greater improvement in composition and logical sentence analysis than if the students received little or no instruction in composition in an English program. Eighteen English teachers, in grades 9 to 12, from seven schools systems, taught symbolic logic to some of their classes. Seventeen replications of the study and three replications of a control class were obtained. The study produced 1264 pupil essays for scoring and analysis. Results of the study include: (1) logic instruction had a statistically significant effect on scores on the sentence logic test; (2) logic instruction produced no noticeable improvement on pupils' essay writing; and (3) twelve teachers were generally positive in regard to their plans to teach logic again. Five appendixes are included: A. Logic Test; B. Directions to Students for Essay Writing; C. Guidelines for Evaluation of Essays; D. Subgroup Mean Scores on Sentence Discrimination Test; E. Subgroup Mean Scores for Essays. The results of the data analysis are given in 16 tables. (DB)

ED 059 210 TE 002 791

LaConte, Ronald T. Birner, Barbara Ellen
Report from York.

Pub Date 71
Note—6p.
Journal Cit—Connecticut English Journal; v4 n1 p3-8 Fall 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Educational Problems, English Curriculum, *English Education, *Language Arts, *Literature, *Teacher Improvement

Identifiers—England, *York

Impressions, observations, and conclusions about the conference on the teaching of English at the University of York in England are given in this brief report. Among the conclusions reached by the British and American participants are: (1) of primary and immediate importance is the construction of a model for organizing effective language-centered English programs; (2) another primary concern is the need to consider the influence of social change, cultural attitudes, and racial and class distinctions on education; and (3) qualities such as freedom of student choice, shared learning experiences, teacher guidance rather than teacher direction, emphasis on learning rather than teaching, and a vastly increased range of "acceptable" materials and activities are characteristics of a desirable English program, but the problems of specification and implementation remain. (DB)

ED 059 211

Zuther, Gerhard

Modular Curriculum: English/Social Studies, The Tragic Spirit.
Kansas Univ., Lawrence. Extramural Independent Study Center.

Pub Date 70
Note—36p.

Available from—Coordinator of Secondary Education, Extramural Independent Study Center, University of Kansas, Division of Continuing Education, Lawrence, Kansas 66044 (\$2.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, College Curriculum, Continuing Education Centers, *Correspondence Study, Course Content, *English Curriculum, High School Curriculum, *Independent Study, *Literary Perspective, Reading Assignments, *University Extension, Writing

This module of a curriculum for independent study represents 8 to 10 weeks' work, but it can be tailored to the individual's need. The normal time allowed for completion of the course is 12 months. The English/Social Studies curriculum is based on the spirit in which men have looked at those aspects of life for which there are no obvious answers. The required reading for the course are "Oresteia," "Oedipus the King," "Antigone," "Hippolytus," "Holy Bible: The Book of Job," "Hamlet," "King Lear," and "The Brothers Karamazov." Review Questions and Writing Assignments are given for each of the required reading assignments. An application form for the final examination is provided, as is a bibliography. (DB)

ED 059 212

Clark, Karen J.

High School English IV: Comparative Mythology. Revised Edition.

Kansas Univ., Lawrence. Extramural Independent Study Center.

Pub Date 69
Note—57p.

Available from—Coordinator of Secondary Education, Extramural Independent Study Center, University of Kansas, Division of Continuing Education, Lawrence, Kansas 66044 (\$2.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Continuing Education Centers, *Correspondence Study, Course Content, *English Curriculum, Folk Culture, *High School Curriculum, *Independent Study, Motifs, *Mythology, Reading Assignments, University Extension, Writing

This modular curriculum for independent study by high school students is a one-fourth unit credit course on Comparative Mythology. The aims of the course are to help the student to: (1) become aware of the orally transmitted culture in their lives; (2) become aware of the mythical element in all of man's history; (3) know the meanings of the following words: folklore, myth, culture hero, trickster, motif, and cultural hero; (4) discover some recurrent patterns of thought and action found in myths; and (5) develop familiarity with some theories of the origin of myths. The eight assignments are: Sumerian and Hebrew Myths; Greek Myths; Norse Myths; African Myths; American Indian Myths; Extended Essay; Cultural Hero; and Fieldwork. Each assignment is comprised of reading and writing assignments. The four appendixes are: A. List of Selected Motifs; B. Definitions; C. What Is Folklore?; and D. Folklore Collections—instructions on how the student prepares his own collection, with samples given. An application form for the final examination and a selected bibliography are provided. (DB)

ED 059 213

Fambrough, Del

Teaching Nineteenth-Century Poetry in a High School English Class.

Pub Date Dec 70
Note—6p.

Journal Cit—Bulletin of the Kansas Association of Teachers of English, v56 n2 p34-39 Dec. 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English Instruction, *High School Curriculum, Literature Appreciation, *Nineteenth Century Literature, *Poetry, Student Developed Materials, Student Motivation, *Teaching Techniques

Identifiers—Kansas, *Lawrence High School

TE 002 792

Methods used in teaching literature in a high school senior English course are described briefly. The first semester of the course in English literature is taught as a survey course, which is presented chronologically; thus the students' first experience with 19th century poetry is with the Romantics. It appears that there is some value in teaching some of the really bad poems of the writers of this period (Wordsworth, Coleridge, Byron, Shelley, and Keats), as this seems to increase the students' empathy with the poets. One of the most effective techniques for teaching poetry is said to be that of comparison and contrast. In the course discussed, the student who develops a special interest in one or more of the poets can choose to study this poet in depth with as little or as much guidance from the teacher as he desires. One way of accomplishing this is through the use of a long critical paper, which every senior writes, based on the reading of at least two works or authors. (DB)

ED 059 214

Wood, Willson E. And Others

Report of Committee on Preparation of Secondary Teachers of English.

Pub Date 71
Note—5p.

Journal Cit—Kentucky English Bulletin; v21 n1 p14-18 Fall 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Programs, Curriculum Design, *Degree Requirements, English Departments, *English Instruction, Higher Education, Questionnaires, *Secondary Education, *Teacher Education, Universities

Identifiers—*Kentucky

Conclusions based on the replies of 22 schools in Kentucky as to course requirements in the training of secondary teachers of English are presented. The conclusions are: (1) 17 of the 22 schools require 36 or more semester hours for a major; (2) a 6-hour requirement in Freshman English is almost universal; (3) a requirement in Introduction to Literature varies from 0 to 6 hours, with 3 hours being most common; (4) about half of the schools require one speech course; (5) most schools require 6-12 hours of foreign language; (6) there is a variation of from 0 to 15 hours required in additional humanities courses; (7) the requirement in world literature varies from 0 to 6 hours; (8) two courses in American literature are the usual requirement, and the same is true of English literature; (9) five schools require an advanced course in rhetoric or composition; (10) advanced grammar is usually a 3-hour required course; (11) seven schools require a course in history of the language, and most of the others offer it as an option with either linguistics or advanced composition; (12) four schools reported a required course in literary criticism; (13) Shakespeare is the only specific author course required to a noticeable extent; (14) most schools reported options dealing with author and/or period courses; (15) four schools required genre courses; (16) only 8 schools reported a methods course specifically for English majors; (17) one school required a course in methods of teaching reading; (18) 21 schools required practice teaching. (DB)

ED 059 215

Perfetti, Charles A. And Others

Association and Uncertainty: Norms of Association to Ambiguous Words.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0253

Pub Date Jan 71
Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ambiguity, Associative Learning, Data Collection, *Language Research, *Psycholinguistics, *Semantics, *Verbal Learning, *Word Lists

Norms of free association to common ambiguous English words are reported. Responses were categorized on the basis of sense relevance. On this basis, the sense dominance of the words was quantified, and the degree of ambiguity associated with each word estimated by the information measure U. This publication will be of interest primarily to researchers in verbal learning and psycholinguistics. (Author)

ED 059 216

TE 002 797

Klingberg, Gote Agren, Bengt

Objectives Stated for the Use of Literature at School: An Empirical Analysis, Part I.

Gothenburg School of Education (Sweden).

Report No.—RBull-8

Pub Date May 71

Note—229p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, Classification, *Educational Objectives, *Educational Research, *English Instruction, *Literature, *Literature Reviews, Resource Materials, Student Behavior

Identifiers—*Project LIGRU

This report presents a theoretical basis for literary education through goal analyses. The object of the analyses is to obtain clearer formulations of the subgoals of instruction with the help of literature, and to arrange them in logical sequence. Using 79 sources from 12 countries, an empirical study was made, and goal descriptions were formulated and classified according to content and pupil behavior type. The goal descriptions, a total of 1,161, are presented. The main groups of the goals are: aesthetic goals, ethical-social goals, language-oriented goals, logic-oriented goals, manual goals, goals of mental hygiene, nature- and technology-oriented goals, goals of physical training and health, society-oriented goals, work-oriented goals, goal descriptions without specified goal area, goal descriptions without specified behavioral aspect, and goal descriptions without specified goal area or behavioral aspect. The goal descriptions in the Swedish Comprehensive School Curriculum of 1969 are provided. Conclusions and recommendations for further research are made. (DB)

ED 059 217

TE 002 798

Dorrell, Donald

The Nineteenth Century Novel in the 1970 Secondary School (From Pip to Portnoy).

Pub Date Dec 70

Note—6p.

Journal Cit—Bulletin of the Kansas Association of Teachers of English; v56 n2 p70-75 December 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Administrator Attitudes, Age, Dropout Prevention, Educational Change, *Elective Subjects, Employment Opportunities, *English Curriculum, Factor Analysis, Literature Appreciation, *Nineteenth Century Literature, Novels, Relevance (Education), *Secondary Education, Student Attitudes, *Teaching Methods

This essay discusses the place of the nineteenth-century novel in our secondary schools. Although this paper deals essentially with British novels, much of what is said pertains to American novels also. The point is made that the place of these novels in the secondary schools has changed as previously most student in high school accepted the curriculum presented without question, whereas the reverse is true today. Three factors are given as responsible for this change in the student body: (1) Jobs formerly open to a student without a high school education are seldom available now; (2) Minimum age for terminating school is higher; and (3) More people are convinced that staying in school is the correct thing to do. Two other complicating factors in the teaching of the secondary school English class is a reluctance on the part of the schools to change both curricula and teaching methods. It is suggested that there are three types of situations in which the nineteenth century novel could be successfully taught at the secondary level: (1) an elective course entitled, "British Literature," (2) an elective course for study of the novel, and (3) an elective course entitled "The Nineteenth Century Novel." (CK)

ED 059 218

TE 002 799

Eschholz, Paul A. Rosa, Alfred F.

Increasing Language Awareness through the Study of Slang.

Pub Date Sep 71

Note—10p.

Journal Cit—The Leaflet; v70 n3 p12-21 September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *College Freshmen, Computational Linguistics, Data Collection, *Dictionaries, Etymology, Group Dynamics, Language Research, *Language

Usage, Lexicography, *Perception, Projects, Research, Second Language Learning, *Teaching Techniques, Universities, Word Frequency

This article describes a project-oriented approach to teaching language awareness at the college freshman level. It is emphasized that it is important for students to realize that language is dynamic and that it changes because people change. The study of slang can make the student aware of the changeableness of a living language. Students were asked to be attentive to the use of slang terms in the university community in particular and then to fill out 3x5 data collection cards, with one card for each word or term. Once these cards were submitted, they were edited, and repetitions and obvious and non-slang terms were eliminated. A 19-page dictionary with space for redefining and a method of indicating the frequency of usage of the terms was then compiled. It was found that for the students, the group nature of the work they were doing and the naturalness and practicality of their assignments were impressive features of the project. They understood the necessity of investigating the data that they compiled and they found themselves actually working with the dynamics of the language, its etymologies, word-formation techniques, and the mechanisms of language. (Author/CK)

ED 059 219

TE 002 800

Greenawalt, Lambert, Ed.

Newspaper Fundamentals for Student Publications and the Official C.S.P.A. Scorebooks for Newspapers, News-Magazines, Pages in Daily Papers and Departmental Publications.

Pub Date 69

Note—43p.

Available from—Columbia Scholastic Press Association, Box 11, Low Memorial Library, Columbia University, New York, New York 10027 (\$0.75 to members, \$1.00 to non-members)

Document Not Available from EDRS.

Descriptors—*Guides, *Journalism, Newspapers, Norms, Production Techniques, Publications, *Rating Scales, *School Newspapers, *Scores, Serials, *Standards, Workbooks

Identifiers—*Columbia Scholastic Press Association, CSPSA

This scorebook summarizes the fundamentals of journalism as they apply to student publications and outlines established practices and techniques essential in the production of a good newspaper. The Columbia Scholastic Press Association (C.S.P.A.) has reduced to a 1000-point scoring system the fundamental objective factors of basic student-newspaper and related publications. This book is intended for a judge's work-book as well as a scorebook. (Author/CK)

ED 059 220

TE 002 802

Whitbeck, Earl C., Ed.

Duplicated Publication: Fundamentals for School Periodicals.

Pub Date 63

Note—39p.

Available from—Columbia Scholastic Press Association, Box 11, Low Memorial Library, University of Columbia, New York, New York 10027 (\$0.50 to members, \$0.75 to non-members)

Document Not Available from EDRS.

Descriptors—Art Products, Business Skills, English Departments, Interdisciplinary Approach, *Journalism, *Periodicals, *Rating Scales, Reprography, *School Newspapers, *School Publications, Student Developed Materials, Writing Skills

Identifiers—*Columbia Scholastic Press Association, CSPSA

Scoring methods used in the annual contest of duplicated publications in the school press field, i.e., any school publication the copy for which has been prepared by hand on a typewriter, or similar device, and reproduced directly from the original by a mimeograph or other duplication device, are discussed in this booklet. The sections of the booklet concern the following: Explanation of Rating Procedures, Newspaper Scorebook, The News Magazine Scorebook, Magazine Scorebook, The Fundamentals (the intent of the scoring items), Duplicated Newspapers, Duplicated Magazines, Duplicating Aids, Materials, and Staffs. (DB)

ED 059 221

TE 002 805

May, Charles E.

Teaching Organic Unity: An Example Based on "The Ball," a Poem by David Ramirez.

Pub Date Dec 71

Note—6p.

Journal Cit—California English Journal; v7 n4 p44-49 December 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Critical Reading, *English Instruction, Evaluation Techniques, Instructional Aids, *Literary Analysis, *Literary Genres, Literature Appreciation, *Poetry, *Teaching Techniques

The way in which analysis of a poem can increase the student's enjoyment of it is illustrated and discussed. The teacher is offered one short poem, written by a fifth grade student, which can be used as an exercise in poem analysis. It is believed that the poem analyzed, "The Ball," which is comprised of 11 words, is effective as an introduction to poetry at various levels; is an illustration of Joyce's notion of epiphany; and is a practical example of Coleridge's definition of a legitimate poem. Through use of such an analysis, it is believed that the student is more easily introduced to what he is looking for when he reads a poem, what kind of pleasure the poem might give him, and how he can compound that pleasure. (DB)

ED 059 222

TE 002 806

Jung, Raymond K.

A New Approach to Understanding Children's Language Development—Analyzing Syntax of Compositions.

Pub Date Dec 71

Note—10p.

Journal Cit—California English Journal; v7 n4 p34-43 December 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Composition (Literary), *Elementary School Students, Evaluation Techniques, *Language Development, Models, Oral Expression, Sentence Structure, *Syntax, Teaching Techniques, Writing Skills

A model for helping classroom teachers understand and evaluate the growth of children in oral and written compositions is presented. The recommended procedure is centered around T-unit analysis. The following sequence is one possible way the T-unit analysis procedure might be used by an elementary school teacher: (1) Divide all the sentences of a pupil's composition into T-units; (2) Divide the total number of words in the composition by the total number of T-units, which will reveal the average length of the pupil's T units; (3) Analyze each sentence in the composition in terms of the number of T-units, number of words per T-unit, ways in which subordination and coordination are indicated, means for the development of characterization, nominals, adverbials and any other measures which affect T-unit length; (4) Prepare a summary outline based on the analysis of sentences including T-unit measures, features of the pupil's syntax, methods utilized for developing characterizations, plot structure analysis, and story interpretation; and (5) Write an evaluation based on the data obtained in steps 1 to 4. This method is illustrated with dictated oral compositions of two grade 1 students. The chief benefit of this procedure is the insights it gives the teacher as to the syntactic performance of his pupils. (Author/DB)

ED 059 223

TE 002 807

Palmer, William S.

What Yolly, Willy, and Harriet Learned to Do—The Free Modifier: A Fresh Mode of Teaching Composition.

Pub Date Dec 71

Note—12p.

Journal Cit—California English Journal; v7 n4 p17-28 December 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), Context Free Grammar, *English Instruction, Grade 10, Grammar, *Kernel Sentences, *Language Ability, Punctuation, Secondary School Students, Sentence Structure, Syntax, *Teaching Techniques, Test Results, Writing Skills

Identifiers—*Free Modifiers

A study in which the patterns and possibilities of free modifiers in the writing habits of three

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students, who were rated low in language ability, is described. The primary purpose of the study was to determine if complicated syntactic elements used as free modifiers could be lifted from the complex subject of grammar and be presented as "sentence additions" to kernel sentences that students were already writing. The study thus involved instruction and practice in writing, and traced for five weeks the development of free modifiers in the written expression of three tenth grade students. (Author/DB)

ED 059 224 TE 499 796
Cykler, Edmund A.

A Study in Comparative Music Education: An Evaluation of Techniques Employed in Elementary and Secondary Schools in Selected Foreign Countries. Final Report.

Oregon Univ., Eugene.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-1-074

Pub Date 31 Dec 71

Grant—OEG-9-9-470074-0075(057)

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Data Collection, *Elementary Schools, Evaluation, *Foreign Countries, Kindergarten, *Music Education, *Secondary Schools, Teacher Role, *Teaching Techniques, Video Tape Recordings
Identifiers—Argentina, Austria, England, France, Germany, Hungary, Italy, Poland, Portugal, Russia

This study consisted of observations of and conferences on elementary and secondary school music teaching in 10 foreign countries, and the collection of data via video-tape recordings for the evaluation of techniques employed by both classroom teachers and music specialists. With three exceptions, all observations and recordings were made under normal classroom conditions during regular instructional periods, and covered classes from nursery school through secondary school. Data collected represents both traditional and experimental approaches to music teaching. It is concluded that although methods are important, it is the skill and enthusiasm of the individual teacher plus the use of a method that results in a successful musical experience for the pupil. (Author/DB)

ED 059 225 TE 499 797

Laban, Rudolf Ullmann, Lisa

The Mastery of Movement.

Pub Date Jul 71

Note—200p.; 3rd edition

Available from—Plays, Inc., 8 Arlington Street, Boston, Mass. 02116 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Creative Activities, *Dance, Drama, Emotional Experience, *Human Body, *Pantomime, Psychological Needs, Psychomotor Skills, *Theater Arts

In this third edition, some amendments and additions have been made to the original text, first published in 1950. As in past editions, the relationship between the inner motivation of movement and the outer functioning of the body is explored. Acting and dancing are shown as activities deeply concerned with man's urge to establish values and meanings. The student is introduced to basic principles underlying movement expression and experience and numerous exercises are intended to challenge his intellectual, emotional and physical responses. The many descriptions of movement scenes and mime-dances are designed to stimulate penetration into man's inner life where movement and action originate. The chapters of the book discuss the following topics: Movement and the Body; The Significance of Movement; Roots of Mime; The Study of Movement Expression; and Three Mime Plays. The book contains nine tables and 23 scenes for study. (Author/DB)

ED 059 226 TE 499 798

Greenaway, Jean E.

Art Education: Creative Textile Design I (Tentative Course Outline).

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—44p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, Course Content, *Course Objectives, *Creative Activities, *Curriculum Guides, Handicrafts, Projects, *Textiles Instruction

This document presents a course in creative textile design. Course objectives are: (1) The student will demonstrate his knowledge and understanding of the principles of design and composition through the completion of a textile design using one or more of the following methods: macrame, weaving, rug hooking, stitchery, applique, or any combination of these methods; (2) The student will list the characteristics and list and/or demonstrate the procedures involved in two or more of the above methods of textile design; (3) The student will investigate the history of each of the above methods of textile design and investigate the contemporary application of these methods; and (4) The student will complete one or more projects using two or more of the above methods. Course content includes historical and contemporary coverage of the above methods. (Author/CK)

ED 059 227 TE 499 799

Dubocq, Edward R.

Sculpture: Creative Designs with Modern Materials (Tentative Course Outline).

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—51p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, *Art Materials, *Creative Art, *Sculpture, Student Attitudes, Teaching Techniques, *Textiles Instruction, Vocabulary

This document reports on a course in comprehension and application of various techniques of sculpture and collage, using a contemporary point of view. Students will work with contemporary materials such as wood, metals, plaster, plastics, styrofoam, and many other cardboard basic materials suitable for creative design products. This unit will cover several of the most popular and widely used techniques in depth. Objects are: Students upon completion of this unit will be able to: (1) Describe procedures for wood, metal, plaster, styrofoam, plastic and fiberglass sculpting and base design and creation; (2) Define related vocabulary terms; (3) Differentiate among a minimum of four sculptors from past and/or contemporary movements that sculpt in modern materials; (4) Manipulate sculpting tools for modern materials; (5) Create open and closed forms in modern materials; (6) Compare and differentiate among various modern materials; (7) Practice the correct procedures for working in a sculpture studio; (8) Create a minimum of two sculptural examples, from the six types of media described; (9) Construct a compatible base for each of the two sculptures created; and (10) Demonstrate a professional artistic attitude towards materials, fellow students, and instructor during the course of this unit. Course content includes introduction, studio procedures and care, sculpture techniques, studio work, critique and evaluation. The procedure followed is a three dimensional design. (Author/CK)

ED 059 228 TE 499 800

Pauler, Donna

Abstract: A Comparative Analysis of Parent-Child Attitudes Toward the Fine Arts.

Pub Date Aug 70

Note—24p.; A Thesis Submitted to the Faculty of The University of Mississippi for the Degree of Master of Arts in the Department of Art

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Art Appreciation, *Attitudes, Childhood Attitudes, College Faculty, *Comparative Analysis, Correlation, Data Analysis, Hypothesis Testing, *Parent Attitudes, *Parent Child Relationship, Parent Influence, Physical Sciences, Sex Differences, Social Sciences

Identifiers—Eisner Art Attitude Inventory, Mississippi University

The purpose of this study was to correlate parent-child attitudes toward the fine arts. A respondent group was selected from University faculty families to complete a questionnaire based upon the Eisner Art Attitude Inventory. Five hypotheses were tested: (1) A significant positive correlation exists between parents and their children's attitudes toward the fine arts; (2) The older children's attitudes will have a lower cor-

relation with their parents' attitudes than the younger children; The parents in the physical science category are more conservative in their art attitudes than those in the social sciences; (4) Mothers' and daughters' attitudes will be more liberal than those of fathers and sons; and (5) Children's attitudes will be more liberal than those of their parents. The following areas were included in the questionnaire: satisfaction and voluntary activity in art, self estimate of ability in art, and attitude toward art and artists. The t test was used to determine significance of correlations. Findings include: (1) Parents and children correlated insignificantly at all levels; (2) The age level of children does not significantly affect correlations; (3) More liberal art attitudes exist among professors and their families in the social sciences; (4) Mothers and daughters had more favorable art attitudes than fathers and sons; and (5) Parents in the social sciences had more favorable attitudes than their children, but children in the physical sciences had more favorable attitudes than their parents. (CK)

TM

ED 059 229 TM 001 038

Reactions of Principals and Teachers to the Initial Teaching Alphabet.

Vancouver Board of School Trustees (British Columbia).

Report No.—RR-No-71-24

Pub Date May 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Beginning Reading, *Elementary Education, Grade 1, Grade 2, *Initial Teaching Alphabet, Principals, Printing, Program Evaluation, Questionnaires, Reading Instruction, Self Expression, Speech Improvement, *Teacher Attitudes, Teaching Methods

Presents the results of a questionnaire sent to teachers using the initial teaching alphabet (i.t.a.), and their principals. Generally favorable effects were reported by both groups, with the great majority of teachers indicating they would choose to continue using i.t.a. (DLG)

ED 059 230 TM 001 039

Parent and Student Vocational Education Survey.

Ohio State Board of Education, Columbus.

Pub Date Jan 71

Note—6p.

Available from—The Division of Guidance and Testing, State Department of Education, Columbus, Ohio 43215

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Attitude Tests, Career Planning, Curriculum Evaluation, Educational Improvement, Occupational Guidance, *Parent Attitudes, Questionnaires, Rating Scales, Secondary Education, *Student Attitudes, Student Opinion, *Surveys, *Vocational Education, Vocational Interests

Identifiers—*Project PRIDE

This computer tabulated survey employs separate answer sheets to elicit parent and student attitudes toward vocational education. There are 61 questions for students and 53 for parents, with responses indicated on a five point rating scale. (DLG)

ED 059 231 TM 001 040

Sample Questions from the Written Examination for Foreign Service Officer.

United States Information Agency, Washington, D. C.

Spons Agency—Department of State, Washington, D.C.

Pub Date Mar 71

Note—48p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 [GPO-432-606(128)]

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Competitive Selection, Employment Qualifications, Federal Government, *Government Employees, Government Publications, Multiple Choice Tests, *Officer Personnel, *Overseas Employment, *Screening Tests, Testing Programs, *Verbal Tests, Written Language

Identifiers—*United States Foreign Service

This booklet describes the written portion of the Foreign Service Officer examination process. Sample questions and answers from the various components of the General Ability, English Expression, and General Background tests are provided, as well as the rationale for each type of question. (DLG)

ED 059 232 TM 001 041

Medley, Donald M. Norton, Daniel P.
The Concept of Reliability as it Applies to Behavior Records.

Pub Date Aug 71

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association, Washington, D. C., August 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, Behavior Standards, *Classroom Observation Techniques, Classroom Research, Measurement Techniques, *Program Descriptions, *Reliability, *Student Behavior

Identifiers—Personal Record of School Experience

A technique for recording pupils' experiences in the classroom, and issues related to the reliability of scores on such records are discussed. The rating instrument, the Personal Record of School Experience (PROSE), is in the form of an optical scanning sheet. Sub-professional personnel can be trained to do the observing, which is recorded on the computer tabulated answer form. (DLG)

ED 059 233 TM 001 042

Johnson, Richard W. Schwertfeger, Margaret
Relationship Between the Basic Interest Scales and the Occupational and Nonoccupational Scales on the Strong Vocational Interest Blank for Men.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Sep 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Comparative Analysis, *Correlation, Individual Characteristics, Interest Research, *Interest Scales, *Males, Rating Scales, Statistical Analysis, Vocational Counseling, *Vocational Interests

Identifiers—*Strong Vocational Interest Blank

The correlation coefficients between the new basic interest scales and the traditional empirical (occupational and nonoccupational) scales on the Strong Vocational Interest Blank for Men were determined for a diverse sample of 155 males. In most cases, the relationships were logical and easy to understand. In some cases, however, the relationships were unanticipated and/or primarily negative. Factors responsible for these unexpected or negative relationships were briefly discussed. Knowledge of the relationship between the two sets of scales should help counselors identify interest factors (both positive and negative) associated with high and low scores on the occupational and nonoccupational scales. (Author)

ED 059 234 TM 001 043

Geist, Harold
The Geist Picture Interest Inventory.

Pub Date 64

Note—93p.

Available from—Western Psychological Services, Publishers-Distributors, Box 775, Beverly Hills, California

Document Not Available from EDRS.

Descriptors—Check Lists, *Females, *Interest Scales, *Males, Motivation, Occupational Choice, *Pictorial Stimuli, Projective Tests, Tests, Visual Measures, *Vocational Interests

Identifiers—*Geist Picture Interest Inventory

The purposes of this inventory are to: 1) assess quantitatively eleven male and twelve female general interest areas; 2) identify motivating forces behind occupational choice; 3) provide an interest inventory for working with those having limited verbal abilities; 4) provide possible additional information through projective uses; 5) further research. The inventory is appropriate for eighth grade through adult populations. Both individual and group administrations are possible. Interest choices are non-verbal, however a check list of written statements is used to determine motivating forces. Items consist of a triad of pictures with a question concerning examinee preferences under each. The examinee must circle his preference. When all preferences are circled, the examinee must check the motivation items in the check list which are applicable to

each of his choices. There is no time limit. Inventories are scored by hand; a T-score conversion table is included in the manual. Test-retest reliability studies were done on populations with wide ranges of cultural and educational backgrounds. Validity was evaluated both by correlating distributions of inventory scores with Kuder scores, and by an empirical study. Reliability and validity tables are included in the manual. (MS)

ED 059 235 TM 001 044

Hall, Charles E.

A Symbolic Logic for Representing Linear Models.

Educational Testing Service, Princeton, N.J.

Report No—RB-71-60

Pub Date Oct 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Variance, Computer Programs, Correlation, Factor Analysis, Factor Structure, Interaction, *Mathematical Logic, *Mathematical Models, Multiple Regression Analysis, *Statistical Analysis, *Symbols (Mathematics), Tests of Significance

A set of symbols is presented along with logical operators which represent the possible manipulations of the linear model. The use of these symbols and operators is to simplify the representation of analysis of variance models, correlation models and factor analysis models. (Author)

ED 059 236 TM 001 045

Carroll, John B.

Measurement Properties of Subjective Magnitude Estimates of Word Frequency.

Educational Testing Service, Princeton, N.J.

Report No—RB-71-45

Pub Date Jul 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adults, Correlation, Discriminant Analysis, *Individual Differences, Lexicography, *Prediction, Probability Theory, Rating Scales, *Reliability, Transformations (Mathematics), *Word Frequency, Word Recognition

Identifiers—SME, *Subjective Magnitude Estimation

The subjective magnitude estimation (SME) procedure was used to obtain estimates of relative word frequency from two adult groups (15 lexicographers, 13 other adults) for 60 words ranging widely in objective frequency. Lexicographers rendered more reliable estimates, and their averaged data correlated more highly with objective log frequency than those of the second group. The objective frequency of the first stimulus considered in the SME task is not related to a subject's overall accuracy in predicting objective frequency, but accuracy is related to the subject's tendency to perceive frequency ratios as relatively large. Subjective estimates measure something slightly different from what is indexed by currently available objective counts, and may be more valid measures of true word probability. (Author/CK)

ED 059 237 TM 001 047

Baer, Clyde J.

A Plan for Converting Student Learning Tasks into an Accountable Program of Instruction (Including Superintendent's Letter to Teachers and Administrators).

Kansas City School District, Mo.

Pub Date Dec 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Criterion Referenced Tests, Data Processing, *Educational Accountability, Educational Objectives, Evaluation Criteria, Facility Requirements, Flow Charts, *Instructional Design, Instructional Materials, *Instructional Programs, *Learning Activities, Models, *Program Evaluation, Skill Development, Test Results

Identifiers—*Kansas City Missouri School District

This paper discusses a process model designed for the Kansas City (Missouri) School District. The model attempts to achieve the translation of student learning tasks into an operational and accountable program of instruction on a five year cycle plan. A flow chart of the model is presented and appropriate segments and outcomes of the process model's application are described. (CK)

ED 059 238 TM 001 048

Venezky, Richard L. And Others

The Prereading Skills Program: An Introduction.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Contract—OEC-5-10-54

Note—25p.

Available from—Wisconsin Research and Development Center for Cognitive Learning, The University of Wisconsin, Madison, Wisconsin 53706

Document Not Available from EDRS.

Descriptors—Aural Learning, Basic Skills, Diagnostic Tests, *Kindergarten Children, Letters (Alphabet), *Prereading Experience, *Preschool Children, Reading Diagnosis, Reading Difficulty, *Reading Programs, *Reading Skills, Reading Tests, Visual Learning, Word Recognition

This instructional program, designed to diagnose and overcome deficiencies in prereading skills at the kindergarten and preschool levels, teaches five basic skills which directly relate to the reading process and to reading success: 1) attention to letter order; 2) attention to letter orientation; 3) attention to word detail; 4) sound matching; and 5) sound blending. A diagnostic test for evaluating these skills is included. (MS)

ED 059 239 TM 001 049

Novick, Melvin R.

Bayesian Computer-Assisted Data Analysis.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No—ACT-TB-3

Pub Date [71]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bayesian Statistics, *Computer Oriented Programs, *Data Analysis, *Interaction, Models, *Nonparametric Statistics, Norms, Statistical Analysis

An interactive computer-based system for assisting investigators in the use of Bayesian analysis using the two parameter normal model is described. An important feature of this program is that it interacts with the investigator in the English language; he need not be familiar with computer languages or with the internal workings of the computer. (MS)

ED 059 240 TM 001 050

Messick, Samuel

Problems of Pluralism and Politics in Educational Research and Development: Comments on the Preliminary Plan for the National Institute of Education.

Educational Testing Service, Princeton, N.J.

Report No—RM-71-10

Pub Date Aug 71

Note—9p.; Paper presented as part of the Symposium on "Perspectives on Recent Research," at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Administrative Policy, Advisory Committees, *Educational Development, Educational Objectives, *Educational Programs, *Educational Research, *Goal Orientation, Manpower Development, *Political Influences, Program Planning, Public Opinion, Research and Development Centers

Identifiers—*National Institute of Education

The preliminary plan for the proposed National Institute of Education (NIE) is outlined. The author discusses a conflict of interests and pressure between Congress and the educational community which seriously hampered confidence in the Office of Education's R&D program, and suggests that the NIE, to avoid this problem, must establish priorities to deal with multiple demands and policy to deal with conflicting ones. Because the pluralistic nature of educational goals will keep the Institute's efforts in the political limelight, the author recommends that the NIE should respond to Congressional concerns about education, but that it should not react to every political whim. Finally, the pluralism of theory and methodology, of conception and approach, in the independent research community and academia is discussed. The author feels that the NIE must seek a middle ground with an R&D program that is "targeted" in its delineation of problem areas but not so "directed" that it impedes prospective contractors in their development of innovative and adaptive approaches to problems. (AG)

ED 059 241 TM 001 055

McIntyre, D. Moodie, A. G.
An Evaluation of the Humanities Program at Lord
Byng Secondary School During 1970-71.

Vancouver Board of School Trustees (British
Columbia).

Report No.—RR-71-17

Pub Date Jul 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, *Experimental Curriculum, Experimental Programs, *Humanities Instruction, Program Evaluation, Questionnaires, *Secondary Education, Social Studies, Student Attitudes, *Student Opinion, Teacher Attitudes, Teaching Techniques

This paper evaluates an experimental humanities program combining English and Social Studies materials in which students discussed topics of social concern. Grade distributions, teacher complaints, planned improvements, and responses to a student questionnaire are examined. A copy of the questionnaire is included. (DLG)

ED 059 242 TM 001 056

Komoski, P. Kenneth

Statement of P. Kenneth Komoski, President of the Educational Products Information Exchange Institute, Before Select Subcommittee on Education, Committee on Education and Labor, United States House of Representatives.

Educational Products Information Exchange Inst., New York, N.Y.

Pub Date 11 May 71

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Educational Accountability, *Educational Improvement, Educational Needs, *Educational Programs, *Educational Research, *Educational Technology, Evaluation Methods, Feedback, Field Studies, Individualized Instruction, *Instructional Materials, Programed Instruction, Speeches, Teaching Methods, Textbook Evaluation

Identifiers—Educational Products Information Exchange, EPIE, *National Institute of Education

This address focuses primarily on educational technology and the need to improve student learning by improving the effectiveness and efficiency of instructional materials. Due to the need for better educational materials and for procedures to ensure their continuous improvement, a National Institute of Education to conduct research in this field is proposed. The address highlights the present situation in the schools, the current status of the education industry, and presents two examples of learner-verified materials and overall recommendations. (CK)

ED 059 243 TM 001 057

Boyd, Robert E.

Counseling Uses of the Hill Interaction Matrix.

Illinois Univ., Urbana.

Pub Date 71

Note—15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association, Atlantic City, New Jersey, April 1971.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Communication Problems, *Counseling, Counselors, Evaluation Techniques, Group Counseling, Group Dynamics, *Group Therapy, Guidance, Interaction, *Interaction Process Analysis, Interpersonal Relationship, Interviews, Marriage Counseling, Training Techniques, *Verbal Communication

Identifiers—*Hill Interaction Matrix

While the Hill Interaction Matrix was developed as a research instrument to assess interview process, it is also generally useful in any undertaking requiring the evaluation of verbal interaction and, hence, can be used as an aid in modifying communication in order to increase its therapeutic effect. The Hill Interaction Matrix with accompanying directions is included. (Author/CK)

ED 059 244 TM 001 058

Mendelsohn, Mark Linden, James

[Development of an Atypical Response Scale.]

Purdue Univ., Lafayette, Ind.

Pub Date May 71

Note—6p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association, Detroit, Michigan, May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, Behavior Rating Scales, *Diagnostic Tests, *Exceptional (Atypical), *Projective Tests, Psychological Tests, Response Style (Tests), Schizophrenia, Socially Deviant Behavior, *Test Construction, Test Interpretation, Test Reliability

Identifiers—Atypical Response Scale (ARS)

The development of an objective diagnostic scale to measure atypical behavior is discussed. The Atypical Response Scale (ARS) is a structured projective test consisting of 17 items, each weighted 1, 2, or 3, that were tested for convergence and reliability. ARS may be individually or group administered in 10-15 minutes; hand scoring requires 90 seconds. The normative group consisted of 74 normal firemen and 74 hospitalized schizophrenics. Possible uses and limitations of ARS are discussed. (CK)

ED 059 245 TM 001 059

Final Report—Vernon Non-Verbal Personality Test (SRS 70-28).

Pub Date 71

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Tests, *Art, Diagnostic Tests, *Language Handicapped, Mentally Handicapped, *Nonverbal Tests, *Personality Tests, Pictorial Stimuli, Pilot Projects, Projective Tests, *Test Construction, Visual Measures

Identifiers—*Vernon Non-Verbal Personality Test

The Vernon Non Verbal Personality Test has been developed in pilot form and standardization is now being planned. It involves the use of reproductions, famous works of art, incomplete pictures, the drawings of mental patients of known diagnosis, and picture dramas. The subject completes the test by himself in about 45 minutes after being helped with sample items. Scoring is objective and can be done by machine or use of answer form. (Author)

ED 059 246 TM 001 060

Doughty, Earl

Test Rankings and Selection Procedures for Identifying Gifted Intermediate Elementary Children.

Eastern Illinois Univ., Charleston.

Pub Date 71

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Education, *Evaluation Methods, *Gifted, Grade 4, Grade 5, Grade 6, Intelligence Quotient, *Mental Tests, Personality Tests, Self Concept Tests, Sex Differences, Standardized Tests, *Test Selection, Test Validity

This study attempts to determine the relative ranking value of information gathering devices that could be substituted for tests of mental maturity. Results indicate that the three best devices are: a standardized test of academic achievement, a test of personality, and a self-concept inventory, all of which are easily administered, scored, and interpreted. (DLG)

ED 059 247 TM 001 061

Rosenthal, Robert Rubin, Donald B.

Pygmalion Reaffirmed.

Harvard Univ., Cambridge, Mass.

Spons Agency—National Science Foundation, Washington, D.C. Div. of Social Sciences.

Pub Date Jul 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Research, Educational Researchers, *Elementary Grades, *Expectation, Intelligence Quotient, Interaction Process Analysis, *Research Methodology, Statistical Analysis, *Student Teacher Relationship

Identifiers—*Hawthorne Effect

This study refutes the Elashoff and Snow (1970) critique of "Pygmalion in the Classroom," a study by Rosenthal and Jacobson (1968) on the effect of favorable teacher expectation on pupil achievement. Among the theses considered erroneous are: (1) That there is a wide variation in apparent results when different methods of data analysis are employed; (2) That the statistically significant effects of teacher expectation are dependent upon the choice of a particular method of data analysis; (3) That imbalance and doubtful randomization in the experimental and control groups invalidate the results of the analyses; and (4) That the study is isolated and unreplicated. (AG)

ED 059 248

TM 001 062

Nichols, K. E.

A Research Project Using the Safran Student Interest Inventory (SSII): Discriminant Analysis of University Majors.

Calgary Separate School Board (Alberta).

Pub Date 31 May 71

Note—13p.; Paper presented at the Annual Convention of the CGCA, Toronto, Canada, May 71

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Bound Students, *College Majors, Counseling, Data Analysis, *Discriminant Analysis, Grade Prediction, Grouping (Instructional Purposes), *Predictive Validity, *Standardized Tests, Student Interests, Student Placement, Testing Programs, Test Results

Identifiers—Differential Aptitude Test, *Safran Student Interest Inventory

Safran Student Interest Inventory (SSII) data was gathered on 135 university students registered in five different faculties. A discriminant analysis of the data indicated that the SSII was a good test for separating students into faculties and therefore would make a good counselling instrument. Some results are also present using Differential Aptitude Test scores to predict first year grade point averages. (Author/DLG)

ED 059 249

TM 001 063

Neyman, C. A., Jr.

Analysis of the Methods Used for Identifying Potential School Dropouts. Final Report.

George Washington Univ., Washington, D.C.

Spons Agency—District of Columbia Board of Education, Washington, D.C.

Pub Date Jan 69

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), Attendance Patterns, Behavior Problems, Correlation, *Disadvantaged Environment, Dropout Characteristics, *Dropout Identification, Dropout Prevention, Dropout Research, Educational Retardation, Elementary School Students, *Evaluation Methods, Factor Analysis, Family Environment, Health Conditions, *Potential Dropouts, Program Evaluation, Research Methodology, Socioeconomic Status, *Student Evaluation, Urban Dropouts, Youth Programs

Identifiers—*Elementary and Secondary Education Act Title I, Pupil Personnel Worker Team Evaluation Form (PPTF), Student Evaluation Form (SEF), Student Identification Form (IDF)

This final report analyzes the research methods used in the identification of potential dropouts. This program was administered under Title I (ES-EA, 1965) in the District of Columbia (see also ED 049 319). Three forms were used in the evaluation of Title I students identified as potential dropouts during the school year 1967-68: (1) Student Identification Form (IDF) Student Evaluation Form (SEF) and (3) Pupil Personnel Worker Team Evaluation Form (PPTF). To study the interrelationship of the variables contained in these three forms, a sample was obtained for which all three forms were available. Factor analysis of the data was carried out and the statistical findings as well as the instruments are appended. (CK)

ED 059 250

TM 001 064

Mulholland, J. And Others

An Evaluation of Two Programmes of the Media Development Centre, Eric Hamber Secondary School, Vancouver, B. C., for the 1970-71 School Year.

Vancouver Board of School Trustees (British Columbia).

Report No.—RR-71-23

Pub Date Aug 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communications, Course Descriptions, *Course Evaluation, Environment, *Environmental Education, Experimental Programs, Geography Instruction, Grade 9, Grade 12, Instructional Materials, *Mass Media, Program Evaluation, Questionnaires, *Secondary Education, *Social Studies, Student Attitudes

This paper evaluates two experimental social studies courses, Mass Communication (Grade 9) and Man and his Environment (Grade 12); both were judged to have merit. A copy of a questionnaire given to the ninth graders, student respon-

ses, and a description of the Media Development Centre at the test school are included. (DLG)

ED 059 251 TM 001 065

Veldman, Donald J. And Others
Computer Scoring of Sentence Completion Data.
Texas Univ., Austin. Research and Development
Center for Teacher Education.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Report No.—RMM-3

Pub Date 68

Contract—OEC-6-10-108

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Computer Oriented Programs, *Computer Programs, Data Analysis, Data Processing, *Evaluation Techniques, Participant Characteristics, *Personality Assessment, Personality Studies, Personality Tests, Research Methodology, *Scoring, Scoring Formulas, Semantics, Sentences, Sex Differences, Statistical Analysis, *Verbal Tests

Identifiers—*One-Word Sentence Completion

This paper outlines the development of techniques for computer-based personality assessment from sentence completions. The One-Word Sentence Completion (OWSC) instrument was designed to elicit data suitable for machine processing, while retaining most of the advantages of a free-response format. Two operative scoring systems are described. The first employs a "dictionary" of 4366 weighted response words to yield 25 scores from a 90-item OWSC form. The second system utilizes a complex word-root data reduction procedure and a bank of 892 generic roots to produce scores for 40 variables. Initial reliability data and normative sex differences are reported, and future development of the technique is discussed. (Author/DLG)

ED 059 252 TM 001 066

Peacock, R. L. Moodie, A. G.
An Evaluation of a Business Machines Course for
General Mathematics Students.

Vancouver Board of School Trustees (British
Columbia).

Pub Date Jul 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Skills, *Course Evaluation, Experimental Programs, Grade 9, Grade 10, Grade 11, *Mathematics Instruction, *Office Machines, Post Testing, Pretesting, *Relevance (Education)

An experimental program in which regular General Mathematics 9, 10, and 11 courses were supplemented by instruction in business machines was evaluated. Results of the Test of Mathematical Fundamentals and the Mathematics Test Supplement (see sample, Appendix A) showed no significant superiority in achievement for students in the experimental group over students in the regular program. (MS)

ED 059 253 TM 001 068

Moody, Janet L.
An Evaluation of the Khalsa-Diwan Moberly Educational Program (Under the Mango Tree) Vancouver Summer 1971.

Vancouver Board of School Trustees (British
Columbia).

Report No.—RR-71-27

Pub Date Sep 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Activities, Case Studies (Education), *Culturally Disadvantaged, Educational Programs, *Elementary School Students, English (Second Language), Field Trips, *Kindergarten Children, Language Ability, Language Programs, Learning Difficulties, *Learning Experience, Music Activities, Panjabi, Perceptual Motor Learning, Play, Post Testing, Pretesting, *Program Evaluation, Rating Scales, Self Concept, Socialization

Identifiers—*East Indian Children, Khalsa-Diwan Educational Program

The program provided learning experiences for 112 children aged 3 to 10 (approximately 62 percent of whom were East Indian), some of whom had specific learning difficulties. The experiences were intended to improve language abilities, motor-perceptual skills, socialization, enhance self-concepts, and evoke more positive feelings toward school. Differences in pretest-posttest results for 6 instruments were not significant for

the kindergarten group, although many children did show improvement. However, significant differences were found on two tests for the older children. Statistically significant increases in listening comprehension and verbal expression were made. A case study of one East Indian child was also made. (Author/MS)

ED 059 254 TM 001 069

Distribution of Educational Performance and Related Factors in Michigan: A Supplement.

Michigan State Dept. of Education, Lansing.

Report No.—AR-8

Pub Date 71

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Performance, *Basic Skills, Educational Accountability, Educational Finance, Educational Programs, Educational Resources, Goal Orientation, Grade 4, Grade 7, Research Problems, Schools, School Systems, Self Concept, Social Background, *Socioeconomic Status, Student Attitudes, *Tables (Data), Testing Problems

Identifiers—*Michigan Educational Assessment Program

Educational distribution tables were constructed which indicate that, generally, schools and school districts that scored in the upper (or middle, or lower) third of a ranking of Michigan districts on composite achievement also ran high (or middle, or low) on other assessment measures. The same type of relationship was generally found between rankings of schools on socioeconomic status and other assessment measures. (MS)

ED 059 255 TM 001 071

Local District and School Report: Explanatory Materials (The Third Report of the 1970-71 Michigan Educational Assessment Program).

Michigan State Dept. of Education, Lansing.

Pub Date Jun 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, Community Characteristics, *Educational Accountability, *Educational Diagnosis, Educational Needs, Educational Resources, *Evaluation Techniques, Grade 4, Grade 7, Norms, Profile Evaluation, Research Methodology, *School Districts, Schools, Social Background, *Statistical Analysis, Student Characteristics, Teacher Characteristics, Test Reliability

Identifiers—*Michigan Educational Assessment Program

This explanatory booklet describes basic statistical terms used, precautions to be considered in interpreting assessment data, assessment measures used, computer printouts containing local school data, and norm tables. Appendices contain a listing of Michigan school districts classified according to the community type they serve and definitions of the educational assessment measures. (MS)

ED 059 256 TM 001 072

A Description and Evaluation of Section 3 Programs in Michigan 1970-71. Report Number 1.

Michigan State Dept. of Education, Lansing.

Pub Date Oct 71

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Characteristics, Criteria, Cultural Disadvantage, *Disadvantaged Youth, Educational Disadvantage, Educational Finance, Educational Legislation, Financial Problems, *Program Budgeting, *Program Descriptions, Program Length, Questionnaires, *Remedial Programs, School Funds, School Personnel, School Size, *State Aid, State Programs, Summer Programs, Teacher Aides

Identifiers—*Michigan, Section 3 Programs

This report presents information on length of operation of Section 3 programs, personnel, program components, summer program planning, and problems brought about by funding uncertainty. The information is grouped by region and community type, where applicable, to denote the differences and similarities of the programs in various regions and communities in the state. Recommendations for improving Section 3 programs are offered. (Author/AG)

ED 059 257 TM 001 073

Objectives and Procedures: The First Report of the 1971-72 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing.

Report No.—AR-1

Pub Date Oct 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Basic Skills, Educational Improvement, *Educational Needs, *Educational Objectives, Educational Programs, Educational Resources, *Educational Status Comparison, Evaluation Techniques, Goal Orientation, Information Dissemination, Information Utilization, Language Skills, Mathematics, Models, *Program Descriptions, Program Design, *State Surveys, Student Characteristics, Systems Analysis, Teacher Characteristics

Identifiers—*Michigan Educational Assessment Program

The six elements of Michigan's educational system analysis are presented. General objectives of the 1971-72 assessment program are to provide: 1) state level public information; 2) information to local school systems; 3) information to students and parents; 4) information regarding the process of education. 1971-72 changes in substantive and procedural aspects of the program are also discussed. (MS)

ED 059 258 TM 001 074

Rand, Martin E. And Others
Illegal and/or Dangerous Drug Survey.

Ithaca Coll., N.Y.

Pub Date 68

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *College Students, *Drug Abuse, Lysergic Acid Diethylamide, Marijuana, *Multiple Choice Tests, Narcotics, Questionnaires, *Student Attitudes, Student Characteristics, Surveys

This questionnaire assesses drug use and attitudes toward drugs among college students. The 24 multiple choice items deal with personal data, use practices, use history, future use, and drug laws. The instrument is untimed and self-administering. Item response data and findings for a sample of 2,145 students are reported in: "A Survey of Drug Use at Ithaca College," Martin E. Rand, J. David Hammond, and Patricia J. Moscou in *The Journal of The American College Health Association*, October 1968, Vol. 17 Number 1. (DLG)

ED 059 259 TM 001 075

Altshuld, James W. Baker, Dale
Project 4-E, Evaluating Elementary Education Effectively.

Columbus City School District, Ohio.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Check Lists, Counseling Services, *Educational Accountability, Educational Philosophy, Educational Research, *Elementary Education, Elementary School Curriculum, *Evaluation, Instructional Materials, Physical Facilities, Pupil Personnel Services, Rating Scales, Record Keeping, School Administration, School Community Relationship, School Organization, School Personnel, School Policy, Special Programs, Staff Meetings, *State Surveys

This elementary school evaluation checklist covers organization and administration, curriculum and instruction, pupil services, staff personnel, instructional materials and equipment, school and community relations, evaluation and research, and physical facilities. "Yes-no," short "fill-in," multiple choice, and rating scale type questions are used. (MS)

ED 059 260 TM 001 077

Williams, Fern C. And Others
An Evaluation of Auditory Perception Training and Supplemental Reading Instruction for Children with Auditory Perception Disorders—a Two Year Follow-up.

Pub Date 71

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Discrimination, *Auditory Perception, *Auditory Training, Aurally Handicapped, Followup Studies, Grade 1, Learning Difficulties, Negro Students, Phonics, Reading Ability, Reading Achievement, *Reading Improvement, Reading Instruction, *Reading Skills, Remedial Reading Programs, Teaching Methods

Identifiers—*SRA Basic Reading Series

This study explores the hypothesis that the auditory discrimination abilities of disadvantaged Negro children can be improved significantly through an appropriate auditory perception training program. (AG)

ED 059 261 TM 001 078

Radcliffe, Vickie W. Colgan, Francis E.

Evaluation... Accountability - II. Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Educational Accountability, *Educational Administration, Educational Objectives, Educational Planning, Evaluation, Evaluation Criteria, *Evaluation Methods, Instructional Materials, Management Systems, *Program Descriptions, State Departments of Education, *State Programs, Statewide Planning, Student Behavior, Teacher Behavior

Identifiers—*Nebraska State Department of Education

The Nebraska State Department of Education sought to raise the level of management skills of educational administrators through the establishment of planning and evaluation capability among personnel. Training sessions in both planning and evaluation skills were held. This publication contains the materials used in the training sessions in evaluation skills. It includes a program schedule, objectives for the sessions, an outline of the materials, an annotated bibliography of materials used, and the sample information collection instruments (see TM 001 079, 080, 081). (Author/AG)

ED 059 262 TM 001 079

Radcliffe, Vickie W. Colgan, Francis E.

Information Collection Instrument.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—2p.

Available from—Not available separately; see TM 001 078

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Administrator Responsibility, Educational Accountability, *Educational Objectives, Employee Responsibility, *Questionnaires, *Rating Scales

This rating scale is intended to determine how strongly the respondent's work is related to the educational goals suggested by the eight items. Part of TM 001 078. (AG)

ED 059 263 TM 001 080

Radcliffe, Vickie W. Colgan, Francis E.

Final Evaluation of Training Sessions in Evaluation Skills.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—1p.

Available from—Not available separately; see TM 001 078

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, Decision Making, *Educational Planning, *Evaluation, Evaluation Methods, Information Systems, Instructional Materials, *Program Evaluation, *Questionnaires

This 11-item, two part questionnaire is designed to record participant evaluation of a planning and evaluation training program. Part of TM 001 078. (DLG)

ED 059 264 TM 001 081

Radcliffe, Vickie W. Colgan, Francis E.

Questionnaire for Evaluation Skills.

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—2p.

Available from—Not available separately; see TM 001 078

Document Not Available from EDRS.

Descriptors—*Decision Making Skills, Educational Development, *Educational Objectives, *Educational Planning, *Evaluation Methods, *Questionnaires, Reading Improvement, Student Characteristics

This is a 20-item, three part questionnaire designed to measure knowledge of decision-making and evaluation on the part of participants in a training program on planning and evaluation. Part of TM 001 078. (DLG)

ED 059 265 TM 001 082

Intoxicant Drugs: Survey of Student Use, Roles and Policies of the University.

New York Univ., N.Y.

Pub Date Oct 68

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Alcoholism, College Housing, College Majors, College Role, *College Students, Counseling Programs, *Drug Abuse, Drug Addition, *Graduate Students, Lysergic Acid Diethylamide, Marihuana, Marital Status, Narcotics, School Policy, Sedatives, Sex Differences, *Statistical Analysis, Stimulants, Student Characteristics, Student College Relationship, *Surveys

Identifiers—*State University of New York at Buffalo

This paper contains the results of a drug use questionnaire given to undergraduate and graduate students in various fields of study, in September 1967. The results are listed according to numerous considerations, among them, sex, age, marital status, study area, domicile, and type of drug used. The roles and policies of the University in education and student counseling are also discussed. See TM 001 083 for questionnaire. (DLG)

ED 059 266 TM 001 083

State University of New York at Buffalo Personal and Confidential Survey Questionnaire.

New York Univ., N.Y.

Pub Date Sep 67

Note—4p.

Available from—Not available separately; see TM 001 082

Document Not Available from EDRS.

Descriptors—College Majors, *College Students, *Drug Abuse, Drug Addition, *Graduate Students, Lysergic Acid Diethylamide, Marihuana, Narcotics, *Questionnaires, Sedatives, Stimulants, *Student Characteristics

Identifiers—*State University of New York at Buffalo

This 45-item questionnaire is designed to measure drug use among undergraduate and graduate students. The self-administering form also provides background information on the respondent. Part of TM 001 082. (DLG)

ED 059 267 TM 001 084

Glaser, Daniel Snow, Mary

Public Knowledge and Attitudes on Drug Abuse in New York State.

New York State Narcotic Addiction Control Commission, Albany.

Pub Date Sep 69

Note—86p.; Research Monograph

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Attitudes, Community Characteristics, Community Health, Community Problems, Community Surveys, *Drug Abuse, *Drug Addition, Drug Education, Drug Therapy, Lysergic Acid Diethylamide, Marihuana, *Narcotics, Public Opinion, Questionnaires, Sedatives, *State Surveys, Stimulants, Tables (Data), Urban Environment

Identifiers—*New York State

The New York State Narcotic Addiction Control Commission undertook a survey of the state to gather information on community attitudes and knowledge of drugs and drug abuse. An extensive questionnaire (see TM 001 085) was administered to a sample of 6105 persons, representative of the state, who were 13 years old or older. The research findings and data regarding community characteristics, prevalence of drug

use, the public's knowledge of the effects of various drugs, and over-all attitudes on drug-related issues are presented. Numerous statistical tables are included. (CK)

ED 059 268 TM 001 085

Glaser, Daniel Snow, Mary

New York Community Environment Study Questionnaire.

New York State Narcotic Addiction Control Commission, Albany.

Pub Date Sep 69

Note—14p.

Available from—Not available separately; see TM 001 084

Document Not Available from EDRS.

Descriptors—*Community Attitudes, Community Characteristics, Community Health, Community Problems, *Drug Abuse, *Drug Addition, Drug Education, Interviews, Lysergic Acid Diethylamide, Marihuana, *Narcotics, Public Opinion, *Questionnaires, Sedatives, State Surveys, Stimulants

Identifiers—*New York State

This questionnaire assesses neighborhood drug problem concern, drug use practices, knowledge of drugs and agencies dealing with drugs, and views on drug education in persons aged 13 or older. The questionnaire has 31 items (multiple-choice or free response), most with several parts. The items deal with demographic and personal data, problems in the neighborhood, drug knowledge, drug use in the neighborhood, attitudes toward drug use; availability of drugs, agencies dealing with drugs, drug education, personal knowledge of drug users, and reasons for drug use. The instrument is untimed and individually administered as a structured interview. The person giving the questionnaire needs training and experience in interview and survey techniques. Selected item response data and detailed findings for a representative sample of 6,105 New York State residents are reported. See also TM 001 084. (DG)

ED 059 269 TM 001 086

Advisory Committee Report on Drug Abuse: Summary and Recommendations.

Governor's Citizen Advisory Committee on Drugs, Salt Lake City, Utah.

Pub Date Sep 69

Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Citizens Councils, Community Health, Community Problems, *Community Surveys, *Drug Abuse, *Drug Addition, Drug Education, Drug Legislation, Drug Therapy, Interviews, Lysergic Acid Diethylamide, Marihuana, *Narcotics, Public Opinion, *Questionnaires, Sedatives, Special Health Problems, State Surveys, Stimulants

Identifiers—*Utah

A citizen's Drug Abuse Evaluation Committee was formed in Utah to evaluate past research and gather new data on basic questions concerning the drug problem. This booklet provides information based on the Committee's research, hearings, and an investigation of the current drug abuse problem in Utah. Data was also obtained from recorded testimony of experts and professionals in the field of drug abuse, and of drug offenders. Two questionnaires used in the state survey are appended (see TM 001 087 and TM 001 088). (CK)

ED 059 270 TM 001 087

Utah Drug Use Questionnaire.

Governor's Citizen Advisory Committee on Drugs, Salt Lake City, Utah.

Pub Date Sep 69

Note—2p.

Available from—Not available separately; see TM 001 086

Document Not Available from EDRS.

Descriptors—Community Problems, *Drug Abuse, *Drug Addition, Drug Education, Drug Legislation, Drug Therapy, *High School Students, Lysergic Acid Diethylamide, Marihuana, *Narcotics, *Questionnaires, Sedatives, Special Health Problems, Stimulants, Surveys

Identifiers—*Utah

This questionnaire assesses drug use practices in junior and senior high school students. The 21 multiple choice items pertain to drug use practices, use history, availability of drugs, main reason for drug use, and demographic data. The

questionnaire is untimed, group administered, and may be given by the classroom teacher in about 10 minutes. Item response data and detailed findings are reported for a sample of 1,185 junior high school and 45,997 senior high school students in Utah, (see also TM 001 086 and TM 001 088). (DG)

ED 059 271 TM 001 088

Utah Drop-Out Drug Use Questionnaire.
Governor's Citizen Advisory Committee on
Drugs, Salt Lake City, Utah.
Pub Date Sep 69

Note—2p.
Available from—Not available separately; see TM 001 086

Document Not Available from EDRS.

Descriptors—Community Problems, *Dropouts, *Drug Abuse, *Drug Addiction, Drug Education, Lysergic Acid Diethylamide, Marijuana, *Narcotics, *Questionnaires, Sedatives, Special Health Problems, Stimulants, Surveys
Identifiers—*Utah

This questionnaire assesses drug use practices in high school drop-outs. The 79 items (multiple choice or apply/not apply) are concerned with demographic data and use, use history, reasons for use/nonuse, attitudes toward drugs, availability of drugs, and drug information with respect to narcotics, amphetamines, LSD, Marijuana, and barbiturates. The instrument is untimed and self-administering. Item response data and findings for a sample of 169 Utah high school drop-outs are reported, (see also TM 001 086 and TM 001 087). (DG)

ED 059 272 TM 001 089

Francis, John Bruce Patch, David J.
Student Attitudes Toward Drug Education Programs at the University of Michigan.
Michigan Univ., Ann Arbor.
Pub Date Sep 69

Note—30p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alcoholism, *College Students, *Drug Abuse, Drug Addiction, *Drug Education, Educational Programs, Health Education, Lysergic Acid Diethylamide, Marijuana, Narcotics, Program Evaluation, *Questionnaires, School Surveys, Sedatives, Stimulants, *Student Attitudes, Student Motivation, Student Reaction, Tobacco

During the Winter term of 1969, the University of Michigan Drug Education Committee charged its Survey Sub-Committee to prepare and administer a survey of University of Michigan student attitudes toward potential drug education programs, (see TM 001 090). The purpose of this survey was to determine what kinds of information about drugs were needed and desired by students and through what types of formats students were most likely to accept such information. Additionally, the extent and level of drug use on the campus was assessed with view to more accurate and effective planning of drug education programs. This report details the findings of that survey. (Author)

ED 059 273 TM 001 090

Francis, John Bruce Patch, David J.
University of Michigan Drug Education Questionnaire.

Michigan Univ., Ann Arbor.
Pub Date Sep 69

Note—5p.
Available from—Not available separately; see TM 001 089

Document Not Available from EDRS.

Descriptors—Alcoholism, *College Students, *Drug Abuse, Drug Addiction, *Drug Education, Educational Programs, Health Education, Lysergic Acid Diethylamide, Marijuana, Narcotics, *Questionnaires, Sedatives, Stimulants, *Student Attitudes, Tobacco

This questionnaire assesses attitudes toward potential drug education programs and drug use practices in college students. The 87 items (multiple choice or free response) pertain to the history and extent of usage of 27 different drugs, including two non-existent drugs which may be utilized as a validity check; attitude toward the content, format, and sponsorship of drug education programs; and demographics. The instrument is untimed and self-administering, and requires ten to fifteen minutes. Selected item response data and findings for a sample of 580 University of Michigan students are reported, (see TM 001 089). (DG)

ED 059 274

Cline, Marvin G.

Stanford-Binet, PPVT, and Low-Income Preschoolers: New Pitfalls for Old Tests.

Howard Univ., Washington, D.C.
Pub Date Apr 66

Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association, New York, New York, April 1966

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Age Differences, Anxiety, *Cognitive Development, Disadvantaged Youth, Educational Problems, *Language Development, Language Skills, *Low Income, Measurement Instruments, Negro Students, Norm Referenced Tests, Oral Expression, Poverty Research, *Preschool Children, Primary Grades, Program Evaluation, Receptive Language, Self Concept, Sex Differences, *Testing Problems

Identifiers—*Peabody Picture Vocabulary Test, Stanford Binet

To reemphasize the dangers inherent in the misuse of testing instruments, a study of language and cognitive development in poverty preschoolers investigated 1) whether the interpretation of Peabody scores could be applied to this population, and 2) the contribution of the linguistic form of the Peabody to performance. (MS)

ED 059 275 TM 001 096

Carlton, Sydel T. Brault, Marguerite B.
In-Basket Scoring Manual.

Educational Testing Service, Princeton, N.J.
Report No—RM-71-13

Pub Date Dec 71
Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Administrator Attitudes, Administrator Characteristics, *Decision Making Skills, *Evaluation Criteria, Evaluation Methods, Interpersonal Competence, Interprofessional Relationship, Item Analysis, *Management Education, Measurement Instruments, Occupational Tests, Office Management, Performance Tests, *Scoring, Scoring Formulas, *Situational Tests
Identifiers—*In Basket Techniques

This paper contains in-depth explanations of the 58 scoring categories used in evaluating performance on an "in-basket" situational test for management trainees. A sample scoring sheet, respondent rating scale, and a list of possible responses are included. (DLG)

ED 059 276 TM 001 097

Komulainen, Erkki
Investigations Into the Instructional Process: III. P-technique Treatment of Observation Data.

Helsinki Univ. (Finland). Inst. of Education.
Report No—RB-28

Pub Date Jan 71
Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Factor Analysis, Factor Structure, *Grouping Procedures, Interaction Process Analysis, Observation, Research Design, *Research Methodology, *Research Tools, Statistical Data, *Statistical Studies, Validity
Identifiers—*P technique

This paper examines interaction in a school class through the factor-analytical P-technique, considers the behavior of the factor scores in combination with certain other variables included in the interaction matrix, explores the formation of homogeneous groups of lessons in a grouping analysis based on the factor scores, and compares this latter grouping with one previously carried out by means of the Q-technique. Statistical analysis of the factor scoring is included. (AG)

ED 059 277 TM 001 098

Komulainen, Erkki
Investigations Into the Instructional Process. IV. Teaching as a Stochastic Process.

Helsinki Univ. (Finland). Inst. of Education.
Report No—RB-29

Pub Date Feb 71
Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Classroom Observation Techniques, Factor Analysis, *Interaction Process Analysis, Probability, Research Design, *Research Methodology, Research Tools, *Statistical Studies, Taxonomy
Identifiers—*Markov Chain Process, Stochastic Processes

TM 001 091

This study examines quantification of the instructional process through the use of Markov chaining, and by considering the transition probabilities within a framework provided by the taxonomy used, attempts to obtain information about behavior sequences common to all lessons. (Author/DLG)

ED 059 278 TM 001 099

Paulus, Dieter H., Ed.
Northeastern Educational Research Association: Abstracts.

Northeast Educational Research Association.
Pub Date Nov 71

Note—79p.; Paper presented at the 2nd Annual Convocation of the Northeastern Educational Research Association, Grossinger's, New York, November, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Conferences, Creativity, Educational Accountability, Educational Innovation, Educationally Disadvantaged, Educational Problems, *Educational Research, Evaluation Methods, Formative Evaluation, Instructional Improvement, Instructional Programs, Measurement Techniques, *Meetings, Models, *Program Descriptions, Statistical Analysis, Summative Evaluation, *Symposia, Testing

Identifiers—*Northeastern Educational Research Association

This compilation of abstracts summarizes the papers and symposia proceedings of the 2nd Convocation (1971) of the Northeastern Educational Research Association. Many topics in educational research are covered, such as: measurement, accountability, evaluation, instructional techniques, disadvantaged youth, testing, and special programs. A listing of conference participants is also included. (CK)

ED 059 279 TM 001 100

Bogg, Richard A. And Others
Drug Dependence in Michigan Including A Study of Attitudes and Actions of the Young People of Michigan.

Michigan State Dept. of Public Health, Detroit.
Pub Date Jun 69

Note—167p.
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Alcoholism, *Drug Abuse, Drug Addiction, *Drug Education, Health Education, *High School Students, Lysergic Acid Diethylamide, Marijuana, *Narcotics, Public Health, Questionnaires, Sedatives, Smoking, *State Surveys, Statistical Analysis, Stimulants, Student Attitudes, Tobacco
Identifiers—*Michigan

A 1968 study was undertaken in Michigan with the following objectives: 1) to determine drug utilization rates for public high school seniors; 2) to determine demographic, sociological, and social-psychological correlates of drug utilization; and 3) to acquire information relevant to present and future health education programs. A questionnaire (see TM 001 101) assessing drug use practices and attitudes toward drugs was administered to students in 11 high schools. The results are tabulated according to career aims, demographic data, student attitudes toward drugs, use of drugs, and ratings of nine information sources on drugs. (CK)

ED 059 280 TM 001 101

Bogg, Richard A. And Others
Michigan High School Student Drug Attitudes and Behavior Questionnaire.

Michigan State Dept. of Public Health, Detroit.
Pub Date Apr 69

Note—23p.
Available from—Not available separately; see TM 001 100

Document Not Available from EDRS.

Descriptors—Alcoholism, *Drug Abuse, Drug Addiction, Drug Education, Family Background, Health Education, *High School Students, Lysergic Acid Diethylamide, Marijuana, *Narcotics, Public Health, *Questionnaires, Response Style (Tests), Sedatives, Smoking, State Surveys, Stimulants, *Student Attitudes, Tobacco

Identifiers—*Michigan

This questionnaire assesses drug use practices and attitudes toward drugs in high school students. The instrument has 59 items (multiple choice or completion), some with several parts. The question pertain to aspirations for the future,

general attitudes and opinions, biographic and demographic data, family background and relationships, alcohol drinking behaviors, sources of drug information, attitudes toward drugs, marijuana smoking behaviors, and use of 43 different drugs, including some non-existent drugs which may be used as a validity check. The questionnaire is untimed, group administered, and may be given by a classroom teacher. Selected item response data and detailed findings for samples of Michigan high school seniors are reported (see TM 001 100). (DG)

ED 059 281

TM 001 102

Bjerstedt, Ake And Others
Creativity.

Stockholm School of Education (Sweden). Inst. of Educational Psychology.

Pub Date Jul 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Creativity Research, Creativity Tests, Educational Objectives, Grade 4, Grade 5, Grade 6, Grade 8, Individual Differences, Instructional Materials, Intelligence Tests, Measurement Techniques, *Newsletters, Personality Studies, *Program Descriptions, *Student Behavior, Teacher Attitudes, *Teacher Behavior

Identifiers—*Stockholm

This paper describes a program designed to identify and measure creativity in school children. Individual differences in age, intelligence, and personality; teacher and student behavior; and instructional materials and processes are considered. (DLG)

ED 059 282

TM 001 173

Stock Clerk II 1-38.01—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Pub Date Nov 54

Note—7p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Clerical Occupations, Clerical Workers, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Stock Clerk

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 283

TM 001 174

Laborer 8-53.01; Filling-Machine Operator II 7-68.015; Labeler, Hand 9-68.20; Laborer, Container Capping 9-68.10; Packer II 9-68.30; Stamper II 9-68.20—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Pub Date Oct 54

Note—8p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), Evaluation Criteria, Job Applicants, *Job Skills, Laborers, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Container Capping Laborer, Filling Machine Operator, GATB, *General Aptitude Test Battery, Hand Labeler, Packer, Stamper

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 284

TM 001 175

Sewing Machine Operators, Selected 786.782 and 787.782—Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-4

Pub Date Nov 69

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Sewing Machine Operators, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Glove Sewer, Straw Hat Machine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 285

TM 001 176

Bookkeeping-Machine Operator I 1-02.01—Technical Report on Standardization of the GATB and Development of Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-5

Pub Date Mar 50

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Bookkeeping, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, Office Machines, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Bookkeeping Machine Operator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the

general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 286

TM 001 177

Chemist, Assistant(profess. and kin.) 0-50.22—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-7

Pub Date Apr 60

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Chemical Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 287

TM 001 178

Mounter (electronics) I 726.887—Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—TR-S-8

Pub Date Jan 67

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), Electrical Occupations, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Electronics Mounter, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 288 TM 001 179

Stenographer (clerical) 202.388; Typist (clerical) 203.588; Clerk-Typist (clerical) 209.388—Development of USTES Aptitude Test Battery.
Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-10

Pub Date Sep 69

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Clerical Occupations, Clerical Workers, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Stenographers, Test Reliability, Test Validity, Typists

Identifiers—Clerk Typist, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 289 TM 001 180

Carpenter (const.) 860.381—Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-11R

Pub Date Jun 70

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Carpenters, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 290 TM 001 181

Machinist (mach. shop.) 1 600.280—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-12R

Pub Date Jun 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Evaluation Criteria, Job Applicants, *Job Skills, *Machinists, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 291 TM 001 182

Gasoline-Engine Assembler (engine & turbine) 806.781; Internal-Combustion-Engine-Assembler (engine & turbine) 806.781; Outboard-Motor Assembler (engine & turbine) 806.781—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-13R

Pub Date Jun 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), Engines, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Gasoline Engine Assembler, GATB, *General Aptitude Test Battery, Internal Combustion Engine Assembler, Outboard Motor Assembler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 292 TM 001 183

Underwriter 1-57.30—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-14

Pub Date Jan 53

Note—13p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Evaluation Criteria, *Insurance Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Underwriter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability;

Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 293 TM 001 184

Decorator 6-24.234—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-15

Pub Date Apr 53

Note—7p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Evaluation Criteria, Job Applicants, *Job Skills, *Needle Trades, Norms, Occupational Guidance, *Personnel Evaluation, Seamstresses, Test Reliability, Test Validity

Identifiers—Decorator, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 294 TM 001 185

Cheese Wrapper and Packer 920.887—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-16

Pub Date May 55

Note—8p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Evaluation Criteria, *Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Cheese Wrapper and Packer, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB

norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 295 TM 001 186

Pressman (rubber goods; rubber tire & tube) 559.885; Pressman, O-Rings (rubber goods) 559.885—Technical Report on Development of the USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-17R

Pub Date Jun 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Production Technicians, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Pressman, Pressman O Rings

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 059 296 TM 001 187

Decorator, Hand 7-16.900—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-18

Pub Date Feb 55

Note—7p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Ceramics, Evaluation Criteria, Handicrafts, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Decorator Hand, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 297 TM 001 189

Wrapper-Layer and Examiner, Soft Work 6-12.341; Wrapper Layer 6-12.351—Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-20

Pub Date Jun 54

Note—8p.; Revised

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Wrapper Layer, Wrapper Layer and Examiner Soft Work

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 298 TM 001 190

Electric Motor Assembler 6-99.166 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-21

Pub Date Nov 54

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Electric Motors, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Electric Motor Assembler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 299 TM 001 191

Fettler 8-66.01 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-22

Pub Date Aug 55

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Ceramics, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Fettler, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a

continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 300 TM 001 193

Bomb-Fuse Parts Assembler (Ammunition) 6-54.052 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-24

Pub Date Dec 51

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Bomb Fuse Parts Assembler Ammunition, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 301 TM 001 194

Sewer, Hand II 6-25.050; Dry Cleaner, Hand 7-57.101; Presser, Machine 7-57.511; Wool Presser 7-57.511; Shirt Presser 7-57.512; Garment Examiner 7-57.562 -- Technical Report on the Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-25

Pub Date Jan 52

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cleaning, *Clothing Maintenance Specialists, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Sewing Machine Operators, Test Reliability, Test Validity

Identifiers—Dry Cleaner Hand, Garment Examiner, GATB, *General Aptitude Test Battery, Presser Machine, Sewer, Hand II, Shirt Presser, Wool Presser

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and

Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 302 TM 001 195
Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-26
 Pub Date Feb 25

Note—8p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Evaluation Criteria, *Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Poultry Laborer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 303 TM 001 196
Baser (elec. equip.) 7-00.070; Threader (electronics) 7-00.024 -- Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-27
 Pub Date Nov 65

Note—8p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Electronic Technicians, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Baser (Electrical Equipment), GATB, *General Aptitude Test Battery, Threader Electronics

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job

description presented in this report. A description of the validation sample is included. (AG)

ED 059 304 TM 001 197
Table Worker 8-53.01 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-28
 Pub Date Nov 54

Note—11p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Table Worker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 305 TM 001 198
Packer, Tea Bag 9-68.01 -- Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—TR-S-29
 Pub Date Jul 52

Note—7p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Evaluation Criteria, *Food Processing Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Tea Bag Packer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, then combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 059 306 TM 001 221
Green, Donald Ross, Ed. And Others Measurement and Piaget.

CTB/McGraw Hill, Monterey, Calif.
 Pub Date 71
 Note—295p.; From Proceedings of the Invitational Conference on Ordinal Scales of Cognitive Development, Monterey, California, February 9-11, 1969
 Available from—McGraw-Hill Book Co., 330 W. 42nd St., N. Y., N. Y. 10036 (\$11.50)

Document Not Available from EDRS.

Descriptors—Behavior Rating Scales, Behavior Theories, *Cognitive Measurement, *Developmental Psychology, Experience, Instruction, *Intellectual Development, Language, Learning, *Logical Thinking, Psychometrics, Statistical Analysis, *Symposia, Testing, Theoretical Criticism, Thought Processes, Verbal Tests
 Identifiers—*Piaget (Jean)

This book is a collection of papers presented at the symposium, "Conference on Ordinal Scales of Cognitive Development, sponsored by the California Test Bureau. Papers include: "The Theory of Stages in Cognitive Development" (J. Piaget); "Two Approaches to Intelligence: Piagetian and Psychometric" (D. Elkind); "An Implicit Metric for Ordinal Scales: Implications for Assessment of Cognitive Growth" (P. M. Bentler); "Theoretical Regularities and Individual Idiosyncrasies" (R. D. Tuddenham); "Some Problems Associated with Formal Thought and Its Assessment" (K. Lovell); "The Role of Experience in the Rate and Sequence of Cognitive Development" (M. L. Goldschmid); "Does the Piagetian Approach Imply Instruction?" (S. E. Englemann); "Developmental Theory and Diagnostic Procedures" (B. Inhelder); "Developmental Stages and Developmental Processes" (H. Beilin); "The Uses of Verbal Behavior in Assessing Children's Cognitive Abilities" (J. H. Flavell); "Closing Remarks" (B. Inhelder and J. Piaget). The following papers were not read at the conference, but were presented in written and outline form respectively: "Montonicity Analysis: An Alternative to Linear Factor and Test Analysis" (P. M. Bentler); "Assessing Cognitive Development via Measures of Optimal Performance" (J. D. Ayers). Comments and open floor discussions on each paper are included. (MS)

UD

ED 059 307 UD 012 053

Jablonsky, Adelaide

Directory of Selected Ongoing Compensatory Education Programs. IRCD Bulletin, Volume 7, Number 3, Summer 1971.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
 Pub Date 71

Note—20p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Community Involvement, *Compensatory Education Programs, *Curriculum Development, *Directories, Disadvantaged Youth, Elementary Education, Health Services, Parent Participation, Preschool Programs, *Program Development, *Program Length, Rural Education, School Community Relationship, Secondary Education
 A questionnaire was sent to 350 people representing heads of Federal agencies dealing with education, all state commissioners of education, superintendents of schools of the largest cities, heads of selected professional education organizations, outstanding community leaders, university researchers, directors of some ERIC clearinghouses, regional laboratories, major foundations which contribute to educational programs, editors of education columns, and other individuals identified as being knowledgeable in the area of compensatory education, in order to identify the most successful or promising programs. The listing in this document includes basic information about those programs for which questionnaires were returned. Programs are listed by state and city. The titles of some projects have been altered slightly in order to give a clearer indication of the nature of the program. The date following the title indicates the longevity of the program. The ED numbers refer to documents which were listed in the indexes of "Research in Education" during the last two and one-half years. The name, address, and telephone number of a director, supervisor, or other contact person is provided for each program in case further information is desired. (Author/JM)

ED 059 308 UD 012 055
Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 18—Pupil Transportation Costs. Hearings Held Washington, D.C., October 6, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date [Oct 71]

Note—373p.; Committee Print, Senate Select Committee on Equal Educational Opportunity Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Bus Transportation, Educational Finance, *Educational Opportunities, Educational Quality, *Equal Education, Integration Methods, *School Integration, Student Distribution, *Student Transportation

Identifiers—Fifteen Point Program, Florida, Georgia, New York, Ohio, Tennessee

At these hearings, the following witnesses presented testimony: Dr. Thord M. Marshall, superintendent of education, Savannah, Georgia; Dr. Elbert D. Brooks, director, Metropolitan Public Schools, Nashville, Tenn.; Dr. Raymond Shelton, superintendent of schools, Hillsborough County, Tampa, Florida; Dr. John M. Franco, superintendent of schools, Rochester, N.Y.; and Dr. Wayne Carle, superintendent of schools, Dayton, Ohio. Appended materials include: "Statistical data, Nashville-Davidson County Public Schools, Oct. 6, 1971"; "U.S. District Court for the Middle District of Tennessee, Nashville Division, Civil Actions Nos. 2094, 2956"; "Desegregation plan, metropolitan Nashville and Davidson County School System"; "Growth of minority population in Rochester Public Schools since 1963"; "Abstract of a three year longitudinal study to assess the fifteen point plan, Rochester N.Y."; "An interim report on a fifteen point plan to reduce racial isolation and provide quality integrated education, Rochester N.Y."; "Grade reorganization and desegregation of the Rochester Public Schools"; and, "Letter of October 13, 1971, from Orrin H. Bowman, Rochester City school district, with enclosures—cost analysis of Fifteen Point Program Highlights of final report: Fifteen Point Program, and Final Report." [Several pages in this document are not clearly printed.] (JM)

ED 059 309

UD 012 060

Levine, Barry B. de Cintron, Celia F.

Who Are The Poor In Puerto Rico?

Puerto Rico Univ., Rio Piedras.

Pub Date 30 Aug 71

Note—21p.; Paper presented at the American Sociological Association Annual Meeting, Denver, Colo., August 30, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Development, *Economically Disadvantaged, Economic Disadvantage, *Economic Factors, Economic Progress, Group Norms, Living Standards, Low Income, *Poverty Research, Puerto Rican Culture, *Puerto Ricans, Rural Economics, Socioeconomic Status, Unemployment

Identifiers—*Puerto Rico

Dichotomous poverty is defined by taking an arbitrary standard of consumption capability as a dividing line between rich and poor. An investigation into dichotomous poverty below the 2000 dollar level will be worthwhile, since, in 1953, the Planning Board announced as a goal the attempt to lift all families above this margin. In 1953, 78 percent of the families had an income below the 2000 dollar dichotomous poverty threshold. Forty-six percent did not reach it in 1963, and 39 percent did not reach it in 1969. The reduction in the percentage of dichotomous poor from 1963 to 1969 was not sufficient to keep up with the population. Between 1963 and 1969, population grew faster than economic progress. Continuous poverty classifies as poor those who fall in a specified bottom percentage of the population in terms of capability to consume. In terms of the distribution of income, the greater the inequality, the greater the amount of continuous poverty. While between 1953 and 1963 the poor earned more, the rest of the society earned even more than proportionately more. Agricultural workers, slum dwellers, families with unemployed or subemployed heads, and recipients of welfare are the groups who have progressed at the lowest rates—the lowest groups have progressed at the slowest rate. [Several pages in this document are not clearly printed and contain editorial markings.] (Author/JM)

ED 059 310

UD 012 061

Kaplan, Robert And Others

Studies in the Delivery of Ambulatory Care.

Carnegie-Mellon Univ., Pittsburgh, Pa.

Report No.—WP-27-71-2

Pub Date Sep 71

Note—22p.; Paper presented at the American Sociological Association Annual Meeting, Denver, Colo., August 31, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economically Disadvantaged, Health Conditions, Health Facilities, Health Personnel, *Health Programs, *Health Services, Medical Services, *Models, Paramedical Occupations, Physicians, Poverty Research, *Public Policy, Racial Factors, Socioeconomic Status, Urban Environment

A primary reason for increased government involvement in health care delivery resides in the acknowledged difficulty of the poor in obtaining adequate care. However, in the absence of knowledge about how health, health care, socioeconomic status, race, ethnicity, and geographic location are related, policies aimed at implementing right to health care concepts threaten to squander resources without achieving any benefit for the poor. The approach taken here revolves around the specification of a model relating the health status of a population to its demand for care, and the various ways in which this demand can be satisfied or left unsatisfied. With the aid of the model, an attempt is made to differentiate between the medical professional's concept of need and the economist's concept of demand. This leads to examining the variables influencing the decisions of individuals to seek care, to accept care, and to follow through with care as well as the efficacy of care. Several research projects bearing on these relationships have been done. These include a model relating health status to demand for health care, analyses of urban physician office distribution, the efficacy of comprehensive care, the effects of air pollution and radiation on health, and the role of paramedics in the delivery of primary care. (Author/JM)

ED 059 311

UD 012 069

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 19A-1—Equal Educational Opportunity in Michigan: U.S. Senate Select Committee on Equal Educational Opportunity Staff Charts on Michigan's Educational Assessment Program.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date 72

Note—52p.; Committee Print, Senate Select Committee on Equal Educational Opportunity Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Price not known)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Compensatory Education Programs, *Educational Diagnosis, Educational Finance, *Educational Opportunities, Educational Resources, Equal Education, Resource Allocations, School District Spending, Standardized Tests, *State Surveys, Student Attitudes, *Student Characteristics, Teacher Characteristics

Identifiers—*Michigan

The Staff of the Select Committee on Equal Educational Opportunity spent several months, during 1971, examining the Michigan Department of Education records of the Michigan Educational Assessment program—as well as visiting in various school districts of the State. The charts presented in this volume of the Committee's hearings are the result of those record examinations and visits; they were produced independently of the Michigan Department of Education. All of the cautions relative to independent interpretation of the Michigan Educational Assessment program (as expressed by Dr. Philip Kearney, Associate Superintendent for Research and School Administration of the Michigan Department of Education, in part 19A—Equal Educational Opportunity in Michigan, of this committee's hearings) apply to the reading and interpretation of the charts presented in this document. Thus, to read into or out of these charts any educational "answer" or "problem" of any one school district, school, or the State as a whole by means of any single variable or combination of those variables presented, is to dangerously ignore those variables not presented

herein and will lead one to reach unsupportable conclusions. (Author/JM)

ED 059 312

UD 012 070

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 19B—Equal Educational Opportunity in Michigan. Hearings Held Washington, D.C., September 29, October 1, and November 3-4, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date [Nov 71]

Note—291p.; Committee Print, Senate Select Committee on Equal Educational Opportunity Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Price not known)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bus Transportation, Compensatory Education Programs, *Educational Finance, *Educational Needs, *Educational Opportunities, Educational Quality, Educational Resources, *Equal Education, Federal Aid, Resource Allocations, School Districts, School Integration, State Aid, State Surveys

Identifiers—*Michigan

In these hearings, the following witnesses presented testimony: Dr. Edward B. Fort, superintendent, Inkster Public Schools; Dr. Norman Drachler, former school superintendent, Detroit; Raymond Sreboth, superintendent, Benton Harbor Area Schools; Richard Ziehmer, superintendent, Covert Public Schools; Edward C. McKinney, superintendent, Baldwin Public Schools; William B. Krieger, superintendent, Mackinac Island School District; Dr. Dana Whitmer, superintendent, Pontiac Public Schools; John K. Irwin, president, Pontiac School Board; Mrs. Robert C. Anderson, president, PTA Council, Pontiac, Michigan; Elbert Hatchett, president, Pontiac Chapter, N.A.A.C.P.; Mrs. Irene McCabe, chairman, National Action Group, Pontiac, Mich.; Mrs. Judith Hussey, bus supervisor, Pontiac City School System; Mrs. Carole Sweeney, mother, Pontiac; Mrs. Marie Johnson, chairman, Pontiac Neighborhood Education Center; Mrs. Jo Ann Walker, reading teacher, Pontiac City School System; and, Mrs. Patricia Johnson, teacher, Pontiac City School System. (JM)

ED 059 313

UD 012 071

Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 19C—Equal Educational Opportunity in Michigan: Appendixes.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date 72

Note—254p.; Committee Print, Senate Select Committee on Equal Educational Opportunity Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Price not known)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Control, Compensatory Education Programs, Demography, Educational Accountability, *Educational Finance, *Educational Opportunities, Educational Resources, *Equal Education, Inner City, Jobs, Resource Allocations, *School Community Relationship, School Integration, Socioeconomic Status, Urban Schools

Identifiers—*Michigan

Contents of these hearings include: "The socioeconomic indicators of Michigan—implications for education"; "Accountability in education"; "A position statement on educational accountability for improved instructional services at the elementary and secondary levels in Michigan"; "Select Detroit Title I and Section 3 schools, per pupil expenditures (elementary) 1969-70"; "Characteristics of the white and the Negro Population in the Detroit Metropolitan Area," by Irvin J. Rubin; "Financial Status, Detroit Public Schools, January 19, 1971"; "Minority group activities at Chrysler Corporation, Urban Affairs Office"; "Community control vs. school integration—the case of Detroit, by William R. Grant"; "U.S. District Court, Eastern District of Michigan, Southern Division, Civil Action

No. 35257: ruling on issue of segregation, and findings of fact and conclusions of law"; "Human Resources Center, Pontiac, Mich."; "Community school and adult services"; "Results from the Stanford Diagnostic Reading Test, Jefferson Junior High, Pontiac, Mich."; and, "Jefferson Junior High School Reading Scores, 1971." (JM)

ED 059 314 24 UD 012 076
Lamb, Pose

The Language Experience Approach to Teaching Beginning Reading to Culturally Disadvantaged Pupils.

Purdue Research Foundation, Lafayette, Ind.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No—BR-O-E-005
Pub Date Jan 71
Grant—OEG-5-70-0013(010)
Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Changing Attitudes, Culturally Disadvantaged, *Disadvantaged Youth, Educational Diagnosis, *Elementary School Students, Inner City, *Language Experience Approach, *Reading Instruction, *Student Attitudes, Teaching Methods
Identifiers—California Reading Test, Indiana, Otis Lennon Mental Abilities Test, Primary Pupil Reading Attitude Inventory

The purpose of the study reported here was to investigate the effectiveness of the language experience approach to beginning reading instruction when used with pupils described as culturally deprived. Ten teachers of first grade classes in inner-city schools in Indianapolis volunteered to participate. Five teachers agreed to continue using a modification of the programs advocated by the authors of the basal series they were currently using. Five teachers volunteered to use the language experience approach. An observation scale was used to guide the monthly observation of each teacher. A log sheet was developed and completed by each teacher in order to control the reading time variable. The Otis-Lennon Mental Abilities Test was administered in January 1970. An adaptation of the Primary Pupil Reading Attitude Inventory was administered in March 1970, in order to assess attitude differences. In May 1970, the California Reading Test was administered. The results of all statistical analyses suggest that there were no significant differences in attitude toward reading between the two groups. The results of this study corroborate those of the majority of the First Grade Studies, in which the language experience approach was not found to be significantly superior in terms of reading achievement. (Author/JM)

ED 059 315 UD 012 078
Hill, Curdina J.

Evaluation of the Boston Resource Team, 1970-1971.

Education Development Center, Inc., Newton, Mass.
Pub Date 71
Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultation Programs, Curriculum Development, Inner City, Mathematics Instruction, Parent Participation, *Program Evaluation, Reading Instruction, *Resource Teachers, School Community Relationship, Science Instruction, Secondary Education, *Teacher Workshops, Tutorial Programs, Urban Education
Identifiers—*Massachusetts

This report is an evaluation of the attempt of the Boston resource team to improve the physical and educational conditions in the Dearborn school district during the 1970-71 school year. The team identified four goals for its work in the Dearborn annex: (1) improving the physical appearance of the Dearborn school; (2) involving more parents in the school; (3) instituting a more relevant curriculum for the students; and, (4) improving the morale of the school staff and the students. The team decided that the creation of a resource room which would totally involve the school, its students and teachers, and the community, would effectively address all four goals at once. A tutorial program was coordinated by a team member, involving the services of ten students from MIT's Black Student Union. A project was conceived by the Elementary Science Study Program to encourage students to develop units in which science and mathematics were interre-

lated. A ten-week workshop was run in the Fall of 1970 for the 18 member teaching staff of the Annex, the seventh and eighth grades of the Dearborn School. The workshop introduced various reading methods and ways of relating these to the different subject areas and assisted teachers in developing curriculum materials. (Author/JM)

ED 059 316 UD 012 079
Booher, David E.

Poverty in an Urban Society: A Bibliography. Exchange Bibliography Series, Number 246.

Council of Planning Librarians, Monticello, Ill.
Pub Date Dec 71
Note—33p.

Available from—Council of Planning Librarians, Box 229, Monticello, Ill. 61856 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Programs (Community), Bibliographies, Community Action, Community Agencies (Public), Economic Disadvantage, Economic Factors, *Economic Opportunities, Political Influences, Political Issues, Political Power, *Poverty Programs, *Poverty Research, Social Factors, *Urban Areas
Identifiers—Community Action Program, Economic Opportunity Acts

This bibliography focuses upon the programs which have been proposed as a solution to poverty under the so-called war on poverty. The first section of the bibliography suggests some of the materials which could prove useful as theoretical or methodological guides to an analysis of the "powerlessness" of the poor and the operation of the local community action agency. Section two provides a partial listing of works which are relevant to an understanding of political participation at the local level. The third section provides a broad selection of materials dealing with the causes, characteristics, and remedies of poverty. Section four is a selection of academic works and official documents examining various aspects of the war on poverty declared by the Economic Opportunity Acts of 1964 and 1967. And finally, section five suggests some materials which are relevant to a study of the controversial Community Action Program. The bibliography concludes with a selection of relevant newspaper and magazine articles and other popular bibliographies on poverty and the poor. (Author/JM)

ED 059 317 UD 012 080
Current School Research in Sweden. Eighth Edition.

National Swedish Board of Education, Stockholm.
Report No—Cat-71-06-01
Pub Date 1 Jun 71
Note—233p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Classroom Research, Curriculum Development, Educational Diagnosis, Educational Psychology, *Educational Research, Educational Sociology, Individual Development, *Institutional Research, Intervention, Literature Reviews, Research and Development Centers, *Research Projects, *Research Reviews (Publications)
Identifiers—*Sweden

This is the eighth edition of a summary of current educational research. The summary contains concise descriptions of the various research projects and studies now in progress at the institutes of educational research and psychology at different universities and schools of education and at certain other institutes. Both major research projects and post-graduate studies are included together with certain other investigations. The details given here refer to conditions obtaining on June 1, 1971. Each study is allotted a single page. The data given has been directly reproduced from their original sources. Further particulars concerning any one of these studies can be obtained from the project leaders concerned. It is emphasized that many of the projects described in this summary are of a minor and preliminary character, so that in many cases the reports issued on their completion cannot be expected to provide definite indicative conclusions for the practical work of schools. As a rule, the results of research have to be followed up by means of educational development work in order to be converted into practically applicable conclusions and results. (Author/JM)

ED 059 318 UD 012 081

Turnage, Martha

The Public School Principal as the Change Agent in the Desegregation/Integration Process.

Virginia Highlands Community Coll., Abingdon.
Pub Date 6 May 71
Note—23p.; Paper presented at the Southern Sociological Society Meeting, Miami, Fla., May 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Educational Change, Educational Sociology, Integration Effects, Integration Methods, Power Structure, *Principals, Public Schools, Public School Systems, School Community Relationship, *School Integration, School Surveys, *Secondary Schools, Social Change
Identifiers—*Virginia

After a school district is desegregated, what factors determine whether the individual school becomes a harmonious entity with full acceptance of both races, or simply another resegregated school where blacks and whites coexist uneasily? This study attempts to demonstrate that in a school's alteration from segregation to desegregation, the administrative position most centrally involved in the institutionalization of this social change is its chief administrative officer—the public school principal. From an exploratory pilot study of 17 principals and assistant principals conducted in York County, Va., in the spring and summer of 1969, a questionnaire was developed to probe three dimensions of the principal's role in desegregation. During the winter of 1970, a statewide questionnaire survey of all principals of Virginia high schools, junior highs, and combined schools was conducted. Of the 481 questionnaires mailed, 312 were returned in a manner acceptable for survey data. Findings are grouped in three areas: the principal's influence in the community, the principal as change agent in the school, and the principal's power status in the school system. These findings lead to the conclusion that desegregation is redefining the role of the principal. (Author/JM)

ED 059 319 UD 012 089
Equal Educational Opportunity: Hearings Before the Select Committee on Equal Educational Opportunity of the United States Senate, Ninety-Second Congress, First Session on Equal Educational Opportunity. Part 19A—Equal Educational Opportunity in Michigan. Hearings Held Washington, D.C., Oct 26, and Nov 1-2, 1971.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.
Pub Date Nov 71
Note—238p.; Committee Print, Senate Select Committee on Equal Educational Opportunity.
Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (Price not known)

EDRS Price MF-\$0.65 HC-\$9.87
Descriptors—*Compensatory Education Programs, Economically Disadvantaged, Educational Diagnosis, Educational Finance, *Educational Opportunities, *Equal Education, Federal Aid, Federal Programs, Program Evaluation, Socially Disadvantaged, *Standardized Tests, State Aid, State Surveys
Identifiers—*Michigan, Michigan Educational Assessment Program

Testimony was presented at these hearings by the following witnesses: Ronald Edmonds, assistant superintendent, School and Community Affairs, Michigan Department of Education; Dr. Daniel H. Kruger, professor, School of Labor and Industrial Relations, Michigan State University; Robert McKerr, associate superintendent, Business and Finance, Michigan Department of Education; Mrs. Jane Tate, member at large, Michigan Association of Parents and Teachers; Dr. Philip Kearney, associate superintendent, Research and School Administration, Michigan Department of Education; Dr. Lawrence F. Read, superintendent, Jackson City Public Schools, Jackson, Michigan; and, John Ort, president, Michigan Education Association, accompanied by Herman Coleman, associate executive secretary for Minority Affairs. (JM)

ED 059 320 24 UD 012 090
Johnson, Clifton H.

A Consortium for Research Development (A Consortium for Educational Research Comprised of

Seven Private Liberal Arts Colleges). Final Report.

Fisk Univ., Nashville, Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-7-D-054

Pub Date 15 Aug 70

Contract—OEC-1-7-070054-4236

Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *African American Studies, *College Administration, College Curriculum, College Students, Curriculum Development, *Educational Change, English Instruction, Higher Education, *Institutional Research, *Negro Colleges, Negro Dialects, Negro Education, Negro History

The initial program of the consortium, which comprised Fisk University, Houston-Tillotson College, LeMoyne College, Dillard University, Tougaloo College, Talladega College, and Clark College, and which extended from July 1967 to July 1970 with a total budget of \$85,000, was to be basic institutional research that would help the seven predominantly Negro colleges to make changes in policies and curriculums to meet the changing conditions in the nation as these affected the lives of Negro college graduates. This project began at a time when these institutions, as with all predominantly Negro colleges, were being pushed into a state of change by demands from students, some faculty members, and some leaders outside the institutions. The two major demands were (1) the introduction of new and extensive black studies programs, and (2) the development of curriculums more relevant to the communities surrounding the colleges and to the Negro community in general. This consortium gave to some faculty members the means to deal with these demands in a rational and academic manner by doing research on the problems and suggesting the direction of change. At least 14 of the research projects conducted under the consortium were related to the demands for change. [Due to the quality of the typescript, several pages of this document will be only marginally legible when reproduced.] (Author/JM)

ED 059 321 UD 012 091

Miller, Elizabeth W., Comp. Fisher, Mary L., Comp.

The Negro in America: A Bibliography. Second Edition.

Pub Date 70

Note—367p.

Available from—Harvard University Press, Cambridge, Mass. (\$10.00)

Document Not Available from EDRS.

Descriptors—African American Studies, *Annotated Bibliographies, Black Community, Black Power, City Problems, Employment Problems, Housing Needs, *Negro Culture, *Negro Education, *Negro History, Negro Institutions, Negro Leadership, *Negro Literature, Negro Population Trends, Rural Environment

Contents of this annotated bibliography, containing 6500 entries embracing significant citations, scholarly and popular, of books, journals, pamphlets and government documents mainly published between 1954 and February 1970, includes the following sections: general background; history; demography; definition and description; biography and letters; folklore and literature; theatre, dance, and the arts; the Negro in literature and the arts; music; intergroup relations; rural problems; urban problems; economic status and problems; employment; housing; education; public accommodations; politics and suffrage; the Freedom Revolution; Black Nationalism and Black Power; and, a guide to further research. (JM)

ED 059 322 UD 012 092

Lauwerys, Joseph A., Ed. Scanlon, David G., Ed. Education in Cities: The World Year Book of Education 1970.

Pub Date 70

Note—430p.

Available from—Harcourt, Brace & World, Inc., New York, N.Y. (\$12.95)

Document Not Available from EDRS.

Descriptors—*City Problems, *Comparative Education, *Educational Development, Educational Needs, Schools of Education, Social Change, *Urban Education, *Urban Schools

Identifiers—Africa, Europe, Far East, Middle East, Near East, North America, South America

The purpose of this book is to concentrate on the effects of urbanization on education at all levels—an aspect which has, of course, been mentioned explicitly in the literature concerned with problems of urban growth, though usually in the context of social problems, town planning, etc. What is attempted in this volume, therefore, is to present a comparative study of some general educational problems common to most urban areas and then to see what particular problems arise from different sorts of urban development—for example, the growth of shanty towns, the decay of city centres, the dispersion of the city, or the establishment of new towns. The analysis is made more specific by the number of case studies which exemplify particular educational problems arising from different sorts of urban development in different parts of the world. The contributions in the volume reveal similarities both in the development of cities throughout the world and in the educational problems which arise, while also showing how complex those problems are. Even in general terms, the articles reveal that the solutions, in terms of schools to be provided and curricula to be followed, have yet to be found. The solutions, in terms of specific countries and the problems unique to them, are even further off. (Author/JM)

ED 059 323 UD 012 093

Final Evaluation Report of the Benjamin Franklin High School—Urban League Street Academies.

Urban Ed. Inc., New York, N.Y.

Pub Date 69

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dropout Prevention, Dropout Programs, *Dropout Rehabilitation, *Dropouts, Dropout Teaching, Educational Change, Educational Diagnosis, Enrichment Programs, *High School Students, Program Evaluation, Remedial Instruction, Teaching Techniques, Urban Education

Identifiers—*New York, Urban League

The Street Academy is a program designed to meet the dropout as an individual—to assist, help and support him continually in his daily life. The academies operate from store-fronts located in neighborhoods where there are large concentrations of school dropouts. They are staffed, at the minimum, by a project director, a street worker, and a full-time teacher. Other street workers establish and maintain relationships with youth on street corners and other hangouts. The stated objectives of the program are: (1) establishing rapport with youth who drop out of Benjamin Franklin High School, as well as with those currently in school there but experiencing problems of adjustment and learning; (2) diagnosing and remedying the educational and related deficiencies of those referred, and helping them to return to school or to continue their education in other ways; (3) helping these students to build leadership qualities, and to raise their aspiration levels so they can become more effective in meeting life's problems in the community; and, (4) providing improved teaching techniques, curriculum, and enriched educational services, in addition to a host of other services crucial to survival in the ghetto. Institutional change in the high school and in the central administration was also a broad goal. (Author/JM)

ED 059 324 UD 012 094

Dentler, Robert A.

Innovations in Public Education in New York City. City Almanac, Volume 6, Number 4, December 1971.

New School for Social Research, New York, N.Y.

Pub Date Dec 71

Note—9p.; Bi-monthly Bulletin of the Metropolitan Information Service

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, *Compensatory Education, Curriculum Development, Decentralization, Educational Finance, *Educational Innovation, Educational Policy, Policy Formation, Program Development, Public Education, *School Community Relationship, Social Change, *Urban Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *New York

Five major themes mark the development of public education in New York City from its early

nineteenth century beginning to the mid-twentieth century: (1) the effort to provide free education for all children through the twelfth grade; (2) the development of special schools and programs for gifted youth; (3) the development of programs for children with special difficulties; (4) the elaboration of a highly standardized grade structure, curriculum, and procedures for the mass of children; and, (5) a contrasting theme of experimentation and innovation. A strong impetus to innovation came in the mid-1960's with the passage of the Elementary and Secondary Education Act, which brought 60 to 85 million dollars a year for four years in to the system targeted explicitly for innovative programs in schools in poverty areas. Although the rate of success was not high, Federal aid did trigger a search for alternatives to the traditional school and stimulated the development of bi-lingual education in a number of schools, the introduction of the Open Door approach, and revised methods for teaching reading and mathematics in the elementary schools. Decentralization offers the potential for improvement in schools through the involvement of local residents as teacher aides and the effort to modify curriculum to fit the needs of the particular student body. (Author/JM)

ED 059 325 UD 012 095

Hunger in the Classroom: Then and Now.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Jan 72

Note—79p.; Committee Print, Senate Select Committee on Nutrition and Human Needs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, Educational Resources, *Federal Programs, Food Standards, *Hunger, *Lunch Programs, National Programs, Nutrition, Policy Formation, Public Policy, Resource Allocations, *Student Needs

Identifiers—*School Lunch Act of 1946

Contents of this booklet include: (1) Chronology of the School Lunch Issue: Events Preceding the School Lunch Act of 1946, the 1946 School Lunch Act, "The Needy Go Unnoticed: 1946-1962," "Sorry, No Money: 1962-1965"; (2) "Their Daily Bread"—A Step Toward Action; (3) Congress Takes Action: The Vanik Program—A First Step; The House Takes Action; The White House Conference on Nutrition; The Senate Side; The Conference Committee; (4) Regulations of Public Law 91-248: The Citizens Conference; Proposed Regulations; Final Regulations; Were the Goals Achieved? (5) Implementation of Public Law 91-248: The Underlying story; (6) New Regulations—August, 1971. (7) Major Problems Today Within the National School Lunch Program: The Economics Means Test; The 25-Percent Matching Requirement on Equipment Funds; and, (8) Recommendations: Immediate Plan; Implementation of Pilot Programs from September 1972 to September, 1975. (JM)

ED 059 326 UD 012 096

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, First Session on Nutrition and Human Needs, Part 9—Universal School Lunch Program. Hearings Held Washington, D.C., October 13-14, 1971.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date [Oct 71]

Note—83p.; Committee Print, Senate Select Committee on Nutrition and Human Needs

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, Educational Resources, Federal Aid, *Federal Programs, *Food Standards, Hunger, *Lunch Programs, Nutrition, *Nutrition Instruction, Policy Formation, *Program Development, Program Evaluation, Resource Allocations, Student Attitudes, Student Teacher Relationship

Testimony was presented at these hearings by the following witnesses: Hubert Humphrey, U.S. Senator from the State of Minnesota; Dr. John N. Perryman, executive director, American School Food Service Association; B.P. Taylor, superintendent of Schools, San Diego Independent School District, San Diego, Texas; Dr. Jean

Mayer, special consultant to the President, White House Conference on Food, Nutrition, and Health; Walter Mondale, U.S. Senator from the State of Minnesota; Dean Rhoads, president, Lincoln Manufacturing Co., and panel member, Large Scale Meal Delivery System, White House Conference on Food, Nutrition and Health; and, Harvey T. Stephens, executive vice president, A.R.A. Services, Inc. and chairman, Large Scale Meal Delivery System. Appended materials include: "The New York Times, Sept. 30, 1971: Humphrey bill would widen school lunch project"; "U.S. Senate Select Committee on Nutrition and Human Needs news release of Oct. 15, 1971: fifty-nine senators write President urging withdrawal of school lunch regulations that would deprive one and one-half million children of lunches"; and, from "Family Health," Sept. 1971: "Why school lunch fails" by Dr. Bruno Bettelheim. (JM)

ED 059 327 UD 012 097

ESEA Title I Evaluation: Summary Report.

Saint Louis Board of Education, Mo.

Pub Date Nov 71

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Size, *Compensatory Education Programs, Elementary Education, High Schools, Individualized Instruction, Inservice Programs, Opportunity Classes, *Program Evaluation, *Remedial Reading Programs, Secondary Education, Vocational Education, *Work Experience Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Missouri

Presented here are summaries of the evaluations of major Title I, ESEA instructional programs conducted during 1970-71 in the St. Louis city schools. In the "Rooms of 20" program, elementary school students attend school in ungraded classrooms of no more than 20 students. One teacher works with each class, and students and teachers concentrate on reading, language, and arithmetic. The Remedial Teachers program serves Title I students having the most severe reading problems. The Work-Study High School program provides an opportunity for vocational training and work experience to students who are otherwise prone to drop out of school altogether. Lincoln Opportunity High School is for students suspended from their regular high school for behavior which disrupted regular classroom proceedings, or their inability to succeed academically because of inadequate learning skills or motivation. The Mini-Grant component provides small grants to individual Title I schools to aid faculties in solving their instructional problems and to provide demonstrations for other schools with similar problems. Two distinct inservice training programs were conducted under the Title I inservice component. One was a massive program of workshops called Springboard, while the other consisted of three district wide and six school level programs. (Author/JM)

ED 059 328 UD 012 108

Syropoulos, Mike

Evaluation of the Stevenson Curriculum Laboratory.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Nov 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audio Video Laboratories, Audiovisual Aids, Compensatory Education Programs, *Curriculum Development, Curriculum Research, Educational Change, Information Dissemination, Information Services, Instructional Materials, *Program Evaluation, *Regional Laboratories, Research Utilization

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Michigan

The general goal of this curriculum laboratory, funded under Title I, E.S.E.A., is to be a place where teachers and others can assume an active, personal role in a process of continuous educational development and change in relation to specific instructional problems with which they are dealing. It offers three types of services: information services, materials preparation services, and circulation of audiovisual media. The purpose of this evaluation is to: (a) examine the existing services offered by the Stevenson Curriculum Laboratory to Title I, E.S.E.A. schools in the Detroit Public School System; and, (b) examine

the effectiveness of the laboratory in providing services to the teacher and administrator by providing those media and materials which are either too specialized or too costly to be widely available in individual buildings. To obtain the necessary data for drawing conclusions relative to the evaluation of the Project, two survey instruments were administered: one to 200 teachers, student teachers, and paraprofessionals, and the other to 60 regional administrators, principals, and assistant principals. The emphasis of the evaluation is upon an assessment by the participants of the various aspects of their curriculum laboratory use and training. (Author/JM)

ED 059 329 UD 012 109

Syropoulos, Mike

Evaluation of the Program to Continue the Education of Girls Who Must Leave School Because of Pregnancy, 1970-1971.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Nov 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Compensatory Education Programs, *Dropout Prevention, Dropout Rehabilitation, Females, Illegitimate Births, Medical Services, *Pregnancy, *Program Evaluation, *Secondary School Students, Social Work

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Michigan

The purposes of Detroit's Continuing Education for Girls Project, funded under Title I, ESEA, are as follows: (1) to continue the educational program of girls who might otherwise be compelled to drop out of school either during their pregnancy or permanently after childbirth; and, (2) to provide comprehensive educational, social work, and medical services to meet the multiple needs of the pregnant school-age adolescent. Its primary function is to coordinate in a school setting educational, psychological, health, and social services for girls under 16 years of age who are pregnant. The project endeavors, whenever possible, to include girls over 16 who wish to continue their education. This is a ten-month project with eight weeks summer school session. Girls were carefully selected for admission, so that those given this opportunity were the ones judged most likely to take advantage of the program. During the school year ending August 1971, 233 girls were enrolled in the program. The center accommodates about 110 girls at one time at maximum. Fourteen percent completed their graduation requirements while in the project and received high school diplomas, while 56 percent left the program planning to return to regular school. Fourteen percent dropped from the program. (Author/JM)

ED 059 330 UD 012 110

Stavros, Denny

Evaluation of the Summertime Right to Read Program, 1970.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Sep 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, Counseling Programs, Elementary School Students, *Inservice Teacher Education, *Program Evaluation, *Reading Instruction, *Remedial Reading Programs, Secondary School Students, Summer Programs, Summer Workshops

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Michigan

The project, comprising five specific components, was based on the rationale that trained personnel, making a concentrated effort to correct reading deficiencies in content areas, as well as remedial situations, will increase student achievement and provide teachers the means to assist students to significantly reduce reading difficulties. The "Games and Books" component, enrolling approximately 1299 students, most of whom were in the upper elementary grades, used a tangible rewards motivational system. The "Seven and Ten" component enrolled approximately 3465 students. Its purposes were to: (1) strengthen the reading skills of entering seventh and tenth grade students; (2) provide these students with new confidence and higher expectations; and, (3) improve the skills of the teachers in using diagnostic data and in teaching reading.

The Reading Specialist Seminar and the Reading Consultants Seminar were both designed to train school personnel to teach reading and handle reading problems. "The Strengthening Subject Learning Through Reading Improvement" component sought to assist the teaching of reading in content areas, specifically social studies, through in-service teacher training aimed at preparing content areas teachers to give corrective reading instruction to students as they develop their daily lessons. (Author/JM)

ED 059 331 UD 012 111

Stavros, Denny

The Evaluation of the School Volunteers Project, 1970-1971.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Nov 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Attendance Patterns, *Compensatory Education Programs, *Program Evaluation, School Aides, Social Development, Student Development, Student Teacher Relationship, Student Volunteers, Teacher Aides, *Tutorial Programs, *Volunteers

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Michigan

The School Volunteers Program functions to facilitate the recruitment and placement of volunteers in several Title I designated schools, and is funded under Title I, E.S.E.A. While the services provided by the volunteers may on occasion include non-instruction related duties, the principal role performed by the volunteer is that of a tutor. Thus, the purpose of the program is to provide additional instructional assistance, for students performing far below normal in basic academic skills, in the form of volunteer tutors. The goal of the program as well as of the individual tutor is to help the tutorial students increase their academic achievement levels. Its attainment is supported by the testimonials of the volunteers, but not by test score data. However, since pretest data were not available, a true assessment of the program's effectiveness in this area was precluded. Assessment of the program's effectiveness in achieving secondary level objectives, i.e., decreasing the amount of absence and tardiness on the part of the enrolled students and improving the relationships of these students with fellow students and significant adults, was limited solely to evidence reported by the volunteers in the questionnaires they completed. (Author/JM)

ED 059 332 UD 012 112

Stavros, Denny

The Evaluation of the School-Community Agents Project, 1970-1971.

Detroit Public Schools, Mich. Dept. of Research and Development.

Pub Date Dec 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, After School Activities, *Compensatory Education Programs, Counseling Services, Family Life, Intervention, *Parent Participation, *Program Evaluation, *School Community Programs, School Community Relationship, Tutorial Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Michigan

The four initial general goals of the projects, funded under Title I of the 1965 Elementary Secondary Education Act, are: (1) to raise the achievement level of the target group children; (2) to increase the overall participation of parents in school related affairs; (3) to attempt to influence parents' competence in dealing with their everyday problems; and, (4) to increase the staff's involvement in the community's life. The evaluation design focuses on three sources of information: (1) student activities, including tutorial services; (2) student scores from the Title I testing program of May 1971; and, (3) parent activities. Only about half of the agents were successful in providing information on their effects relating to activities and services provided the students and the students' parents in the target groups. The changes in achievement level of the target group students could not be assessed because of the lack of pre- and posttest scores, at the elementary level. Almost two-thirds of the parents of Target Group students participated in

one or more activities. Over three-fourths of the students, in 18 schools, participated in one or more activities not directly a part of their classroom instruction. (Author/JM)

ED 059 333 UD 012 125

Bachman, Jerald G. And Others

Youth In Transition. Volume III. Dropping Out—Problem or Symptom?

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—255p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Ability, Academic Achievement, Behavior Problems, *Dropout Attitudes, Dropout Characteristics, *Dropout Identification, Dropout Problems, *Dropout Research, Employment, Failure Factors, *Family Background, Longitudinal Studies, School Attitudes, *Student School Relationship Identifiers—Youth In Transition Project

This book is the third in a series of monographs documenting the Youth in Transition project, a longitudinal study of young men conducted by the Survey Research Center under the primary sponsorship of the United States Office of Education. Some major issues in the study of dropouts and the research design are presented. Other chapters deal with family background and ability; school experiences and attitudes; personality and behavior dimensions; job outcomes of dropouts and graduates; and, the dropouts' own views about why they left school and what it has meant to them. There is a summary and evaluation of all those factors predicting short-range and longer-range implications. (Author/JM)

ED 059 334 UD 012 126

Andree, Jennifer And Others

Open Education: ESEA Title I.

New York State Education Dept., Albany. Div. of Education for the Disadvantaged.

Pub Date [Dec 70]

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Attitudes, *Educational Change, *Educational Philosophy, Elementary School Students, *Flexible Classrooms, Individualized Instruction, *Open Education, Parent Attitudes, Parent Participation, Reading Instruction, Student Teacher Relationship, Teacher Attitudes

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York

Contents of this account of the adaptation of the open classroom philosophy of education in New Rochelle, beginning with a summer Title I E.S.E.A. remedial reading program, include the following: (1) an account of the experience of a traditional teacher in converting to an open classroom; (2) a definition of the approach and a description of the learning principles it is based on; (3) a documentation of the New Rochelle School District reaching the point of implementing the open classroom approach, including teachers' and administrator's motivation to change and the utilization of a nd administration of the corridors; (4) parents' relation to the open classroom; and, (5) a discussion of formulations of role for staff in the future. The appendices contain teachers' accounts of movement towards an open classroom approach, the text of a questionnaire sent to parents regarding the changes in classroom and staff organization, a sample individual and weekly record, and floor plans of representative classrooms. (JM)

ED 059 335 UD 012 127

Martin, Peter A.

ESEA Title I. Anatomy of an Elementary Project.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date [Aug 70]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Demonstration Projects, *Elementary Education, Problem Solving, Program Content, Program Descriptions, *Program Development, Program Evaluation, Remedial Mathematics, Remedial Programs, Remedial Reading, Summer Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York

School districts in New York State have been engaged in developing E.S.E.A. Title I projects since 1965. This document represents an attempt to formulate some aspects of this experience in a form useful for project directors. The content of this report is based on the recorded experiences of one school district during the summer of 1970 in running remedial reading and mathematics programs. An analysis of the results of the New York State mathematics and reading tests in grades three and six and the Iowa Test of Basic Skills in grades four and five indicated that problem solving is an area of major difficulty. Conferences with classroom teachers and remedial personnel confirmed the need for attacking problem solving techniques in conjunction with reading difficulties. This recommendation was made to the Superintendent and the Board of Education who concurred with the professional findings. The decision was made to concentrate on this problem by implementing a special pilot program during the summer which would serve as a launching platform for further district action in the fall. (Author/JM)

ED 059 336 UD 012 131

Palmer, R. And Others

The Education of Immigrant Pupils in Primary Schools: Report of a Working Party of the Inspectorate and School Psychological Service.

Inner London Education Authority (England).

Report No.—ILEA-959

Pub Date 12 Feb 68

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Cultural Disadvantage, Demography, Elementary Schools, *English (Second Language), English Instruction, *Immigrants, Language Handicaps, Parent School Relationship, *School Surveys, Secondary Schools, Social Integration, Teacher Attitudes, Transient Children Identifiers—*United Kingdom

The working party was first set up in December 1965. In the spring term of 1966 some 22 primary schools with large numbers of immigrants were visited and long discussions held with head teachers and staff. It was then decided to collect written information from all the Authority's schools containing juniors and with more than one third of their total roll, immigrants. The 52 schools surveyed included 21 junior mixed schools, 30 junior mixed and infants' schools and one junior girls and infants' school. The sample had a higher proportion of West Indian pupils than the Authority's primary schools in general. Indians, Pakistanis, and Cypriots were represented in fairly typical proportions, but the "other" immigrants were under-represented. About a third of these latter groups in the sample schools were Europeans, one-third Africans, one-fifth Guyanese and the rest from various countries. Data was obtained on year of entry to education in the United Kingdom for all immigrant pupils in the sample who were due to transfer to secondary schools in 1966. An attempt was made to see whether the data on year of entry for individual pupils show any relationship with other information about them in the "leavers schedule," and especially with attainment and verbal reasoning groups in the secondary transfer profile. (Author/JM)

ED 059 337 UD 012 132

Justman, Joseph

An Evaluation of Non-Public School Participation in District Decentralized ESEA Title I Programs.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.

Report No.—Pub-70-25

Pub Date Aug 70

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—After School Centers, Compensatory Education Programs, Decentralization, Guidance Programs, Paraprofessional School Personnel, *Parochial Schools, *Private Schools, Program Evaluation, Remedial Reading, School Districts, *School District Spending, *School Involvement

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York

In the 1969-70 school year, 26 of the 30 local school districts and the three demonstration school districts in New York City submitted proposals for the organization of projects to be funded under ESEA Title I programs. An analysis

of the district proposals, supplemented by field investigation, indicated that 21 of the local school districts had, in fact, provided for some degree of non-public school participation in the decentralized projects for which requests for funding had been submitted. Moreover, such participation was noted in one district in one program in which non-public school involvement had not been envisaged. The three demonstration districts made no provision for non-public school participation in their decentralized projects. In all, the 21 school districts cited a total of 67 projects that entailed some measure of non-public school participation. There were the following types of projects: after school study centers, guidance programs, remedial reading programs, paraprofessional assistance, homework helper programs, in addition to bilingual, trip, and creative arts programs. (Author)

ED 059 338 UD 012 133

Justman, Joseph Oxman Wendy

An Evaluation of the ESEA Title I Program to Strengthen Early Childhood Education in Poverty Area Schools, New York City Board of Education.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Report No.—Pub-70-26

Pub Date Aug 70

Note—234p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Compensatory Education Programs, *Early Childhood Education, Elementary School Students, Individualized Instruction, *Inner City, Kindergarten, Learning Difficulties, Paraprofessional School Personnel, Parent Participation, Primary Grades, Reading Instruction, Student Attitudes

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York

The Program to Strengthen Early Childhood Education in Poverty Area Schools organized by the New York City Board of Education during the 1969-70 school year constituted a recycling of a similar program conducted during the previous year: both were funded under ESEA Title I programs. The two major objectives of the program were: (1) to improve the academic functioning of children in kindergarten, grade one, and grade two, with special emphasis on the removal of obstacles to learning; and, (2) to involve parents, in a meaningful way, in the education of their children. The objectives were to be achieved by the allocation of additional professional and paraprofessional personnel to those elementary schools designated as poverty area schools by the Council Against Poverty. The kindergarten program provided for more individual instruction for each pupil. A multi-media approach was instituted. Teachers, under the direction of the school principal and the Early Childhood Supervisor, planned meetings and workshops for parents. The program in grades one and two stressed methods of teaching reading and diagnosis of reading difficulty. The paraprofessional, where assigned, was to work in a close relationship with the teacher, assisting in developing improved attitudes and skills. (Author/JM)

ED 059 339 UD 012 134

Schweitzer, Paul And Others

Evaluation of State Urban Education Programs District 10, New York City Board of Education, 1970-1971 School Year.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.

Spons Agency—New York State Education Dept., Albany. Office of Urban Education.

Report No.—Pub-71-40-66-46-61-57-50-67-51

Pub Date Jun 71

Note—198p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, Bilingual Education, *Compensatory Education Programs, Elementary Education, Guidance Programs, Inner City, Instructional Materials, *Program Evaluation, Remedial Mathematics, Remedial Reading, Secondary Education, *State Programs, *Urban Education

Identifiers—*New York, Urban Education Program

The administrative component provides personnel and services for the planning, implementing

and supervising of all State Urban Education Programs and for the coordination of activities of all participating groups. The Strengthening Basic Skills in the Junior High School program has been recycled from the 1969-70 school year. The Multi-Sensory Program, also recycled, provides seven schools with specific equipment and instructional materials used in remediation. The Reading Diagnostic Center was reorganized so as to provide more intensive and more individualized reading instruction for primary children. The Guidance 'Interim' Class Program, designed to help students who had or may have a Superintendent's suspense hearing, or who had returned from a state institution, overcome their educational, social or emotional disadvantages. The Bilingual-Bicultural Program attempted to integrate Spanish language and culture into the classroom activities of children of both Spanish- and non-Spanish-speaking backgrounds. The Living Science Project introduced children to animals using the Bronx Zoological Park as their source. The Developmental Program in Personnel and Curriculum, a joint venture of District 10 and Lehman College, was comprised of teacher training and curriculum components. (JM)

ED 059 340 UD 012 135

Oxman, Wendy Justman, Joseph
An Evaluation of the ESEA Title I Program "Strengthening Early Childhood Education in Poverty Area Schools," 1970-1971.

Fordham Univ., Bronx, N.Y. Inst. for Research and Evaluation.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Report No.—Pub-71-74

Pub Date Aug 71

Note—241p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Compensatory Education Programs, *Early Childhood Education, Elementary School Students, Individualized Instruction, Inner City, Kindergarten, Learning Difficulties, Paraprofessional School Personnel, Parent Participation, Primary Grades, Reading Instruction, Student Attitudes

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New York

The Program to Strengthen Early Childhood Education in Poverty Area Schools, organized by the New York City Board of Education, constituted a recycling of a similar program conducted during the previous year, and was also funded under E.S.E.A. Title I Programs. The goals were: (1) to overcome deficits in verbal, conceptual, and cognitive development; (2) to develop personal and interpersonal relationships with a peer group as well as with adults in the immediate environment; (3) to develop critical thinking and problem solving; (4) to develop a feeling of self-worth and an internalized code of behavior; (5) to improve vocabulary, concept development, and other reading skills; and, (6) to involve parents and the community. These objectives were to be achieved by the allocation of additional professional and paraprofessional personnel to those elementary schools designated as poverty area schools by the Council Against Poverty. The kindergarten program involved the provision of more individualized instruction for each pupil by the teacher, assisted by the assigned paraprofessional. A multi-media approach was instituted. Meetings and workshops for parents were held. The program in grades one and two was to stress reading, methods of teaching reading, and diagnosis of reading difficulty. (Author/JM)

ED 059 341 UD 012 136

Berke, Joel S. And Others

The Financial Aspects of Equality of Educational Opportunity; and Inequities in School Finance.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Jan 72

Note—74p.; Committee Print, Senate Select Committee on Equal Educational Opportunity

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, *Court Litigation, Demography, *Educational Finance, *Educational Opportunities, Educational Resources, Elementary Schools, *Equal Education, *Financial Policy, Public Education, Resource Allocations, School District Spending, School Taxes, Secondary Schools, Urban Education

The first part of this document consists of a report on the role played by familiar elements of American educational finance in perpetuating widespread and systematic denials of equal educational opportunity. The partnership among local, State and Federal resources for financing public elementary and secondary education is discussed with an analysis of the ways in which that system contributes to educational inequities. The report is in five sections: (1) a definition of equal educational opportunity; (2) a description of patterns of fiscal disparities that exist among and within school districts; (3) a discussion of the reasons for these disparities, examining the role of local, State and Federal programs; (4) an analysis of recent court cases resulting in the declaring unconstitutional systems of school finance in California and Minnesota; and, (5) suggestions for reform. The second part consists of a paper presented at the 1971 annual convention of the American Academy for the Advancement of Science based upon a study of the legal and fiscal dimensions of inequalities of educational opportunity; and, an analysis of the 1970 Census data on financial and demographic trends in the largest metropolitan areas of the nation. (Author/JM)

ED 059 342 UD 012 137

Mills, Nicolaus

Free Versus Directed Schools: Benefits for the Disadvantaged? IRCD Bulletin, Volume 7, Number 4, September 1971.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Pub Date Sep 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Design, Compensatory Education, Curriculum Development, *Disadvantaged Youth, *Educational Philosophy, *Educational Practice, Educational Programs, *Educational Theories, Nonauthoritarian Classes, Permissive Environment, Program Development, School Organization, Student Teacher Relationship, Teacher Role, Teaching Techniques

If schools are to reorganize to meet the educational needs of disadvantaged children, should they become freer or more directed? This paper analyzes twelve schools, all of which in varying degrees have proved successful, and chosen because they indicate the broad range of free and directed school programs now being developed for disadvantaged children of all ages. The schools, analyzed in terms of a scale from the most directed classroom situation to the freest, include: the Amidon Elementary School; the Beiter-Engelmann Preschool; the Institute for Developmental Studies; the Perry Preschool Project; the African Free School Program; the Montessori Program for the Disadvantaged; the English in Every Classroom Program of the W.J. Maxey Boys Training School; the Free Schools of Prince Edward County; Harlem Prep; the CAM Academy; the Pennsylvania Advancement School; and, the First Street School. What can be usefully said about free and directed schools and the needs of the disadvantaged is not so much a matter of comparing systems of education but of pointing out what freedom and directedness mean in successful educational practice. (Author/JM)

VT

ED 059 343 VT 010 838

Whitehead, Randall F. And Others

The Development of a Computer Assisted Distribution and Assignment (CADA) System for Navy Enlisted Personnel.

Naval Personnel Research Activity, San Diego, Calif.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—SRM-70-1

Pub Date Aug 69

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, *Job Placement, *Manpower Utilization, *Military Personnel, *Personnel Directors, *Systems Analysis, Tables (Data)

Identifiers—CADA, Computer Assisted Distribution and Assignment

This report describes the development of a computerized system to assist Navy personnel managers in carrying out the functions associated with the distribution and assignment of enlisted personnel. This Computer Assisted Distribution and Assignment (CADA) System is aimed at the most efficient interaction between the computer and human manager to help maximize the effectiveness of the distribution and assignment decision-making process. In general, the CADA System will broaden the range of assignment alternatives for each man and billet; expand the number of decision criteria considered; and be more responsive to changes in the personnel and operational situation. Although the CADA System design outlined in this report is, from an operational standpoint, oriented toward application in the Pacific Fleet Enlisted Personnel Distribution Office, the basic conceptual and functional framework of the design has general application throughout the distribution and assignment system and to the Atlantic Fleet in particular. (Author)

ED 059 344 VT 011 149

[McGuinness, Aims C. Menzel, Herbert]

To Conduct a Telephone Survey of Physicians Re: Televised Clinical Science Services. [Final Report], January 1, 1967, to December 31, 1967.

New York Academy of Medicine, N.Y.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Pub Date 67

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Television, Followup Studies, *Information Dissemination, *Physicians, *Surveys, *Televised Instruction, Television

Identifiers—*New York City

Around 1,000 physicians were contacted in a telephone survey to ascertain their opinions of the weekly televised Clinical Service Seminars of WNYC-TV, Channel 31. These findings were then compared with the results of a written survey conducted in 1964. General practitioners and internists who viewed at least one-fourth of the programs were as prevalent in 1967 as 1964, and intermittent viewers were more numerous in 1967 than 1964. Eighty-two percent of the physicians offered favorable comments. About two-fifths of the physicians interviewed considered the chief benefit of the series to be new information, and another two-fifths saw it as a vehicle for furnishing reviews and refresher material. (BC)

ED 059 345 VT 011 150

Adler, Leta McKinney And Others

Evaluation of Programmed Instruction Techniques in Medical Interviewing. Final Report, June 15, 1966 to June 15, 1968.

University of Southern California, Los Angeles. Dept. of Psychiatry.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Pub Date 68

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Hypothesis Testing, *Interviews, Lecture, Patients (Persons), Physicians, *Programmed Instruction, *Program Evaluation, Tape Recordings, *Teaching Techniques, Video Tape Recordings

Since the medical interview is usually considered to be the basis of all diagnosis and treatment in medicine, this study investigated alternative ways of improving medical interview techniques. To test the hypothesis that the visual (videotape) technique would be more effective than the lecturing or audiotape technique, 12 videotaped interviews were made between a physician and various professional models who served as patients, and a postgraduate course in medical interviewing was developed. After the course, an evaluation was made of the content-learning gain and also of the attitudinal changes in training. The programed instruction in medical interviewing was found to be as effective as two alternative instructional methods in meeting its teaching goals, and the evidence suggested that it was more effective. (BC)

ED 059 346 VT 011 364

A Plan for Career Development in the Public Schools of the District of Columbia. Task Force Report on Vocational Education.

District of Columbia Board of Education, Washington, D.C.

Pub Date May 69

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Planning, Conceptual Schemes, Curriculum Development, *Educational Planning, Educational Programs, Elementary Grades, Instructional Staff, Occupational Clusters, Program Planning, Secondary Grades, *Vocational Development, *Vocational Education

Identifiers—Occupational Exploration

To design a plan for implementing recommendations for vocationally oriented programs at all educational levels, and specialized vocational training directed toward specific career objectives, an 18-member task force reviewed recommendations from several studies, conferred with vocational education specialists and school administrators, and conducted a public opinion survey among students, teachers, and the community. Major task force recommendations were: (1) Design a sequential pattern of career development for all levels which is closely related to the world of work and continuing education institutions, (2) Institute a 5-year plan of curriculum and staff development for implementing the career development program, and (3) Secure funds and initiate planning for constructing a career development center. Conceptual schemes are provided for career foundations at the elementary level, the career cluster concept, career survey at the junior high level, and career exploration and preparation at the senior high level. (SB)

ED 059 347 VT 012 386

Woodin, Ralph J.

Supply and Demand for Teachers of Vocational Agriculture in 1970.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date Dec 70
Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Education, *Agricultural Occupations, Agriculture, *Employment Trends, *Occupational Surveys, Questionnaires, Tables (Data), *Teacher Supply and Demand, *Vocational Agriculture Teachers, Vocational Education

This annual study was conducted to determine the national supply and demand for teachers of vocational agriculture for purposes of planning a nationwide recruitment program. A questionnaire was completed and returned by head state supervisors and teacher educators in all institutions preparing teachers of vocational agriculture. The number of vocational agriculture teaching positions in the United States in 1970, the percentage of graduates entering various occupations, enrollment in colleges of agriculture, types of teaching positions, placement of graduates, teaching positions by states and regions, employment by states and regions, and a 6-year comparison of selected information on supply and demand of teachers in vocational agriculture are all contained in the report. A 70 percent gain in teacher supply is shown for a 6 year period, with 1,700 persons qualified for teaching vocational agriculture in the United States in 1970. The study concludes that a goal of qualifying 1,800 persons each year is a realistic one. This study should be useful to agricultural supervisors and teachers for preparing recruitment programs. Also available are reports for 1969 (ED 037 563) and 1971 (VT 014 574 in this issue). (GEB)

ED 059 348 VT 012 905

Butler, Roy L. York, Edwin G.

What Teacher-Coordination Should Know About Cooperative Vocational Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-36

Pub Date May 71

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0771, \$.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, Community Surveys, *Cooperative Education, Educational Strategies, Guidance Services, Guidelines, *Instructor Coordinators, Job Placement, Labor Laws, *Program Coordination, Program Development, Program Evaluation, *Program

Planning, Student Interests, Student Needs, *Vocational Education, Youth Clubs

Primarily intended to serve as a reference for in-service teacher coordinators, this document provides an overview of key points regarding the development and operation of cooperative vocational education programs. Written from the perspective of the teacher-coordinator, the discussion centers around the broad topics of planning, coordinating, and evaluating cooperative programs. More specifically the topics include: (1) Working With The Administrator, (2) Promoting The Program, (3) Surveying Student Interests and Needs, (4) Surveying Community Resources, (5) Developing Cooperative Training Stations, (6) Planning and Coordinating Instruction, (7) Youth Organizations, and (8) Labor Laws. The guideline format of this document should further assist the teacher-coordinator in planning and developing programs. Related documents are available as ED 057 180, and VT 012 907 in this issue. (Author/JS)

ED 059 349 VT 012 907

York, Edwin G. Butler, Roy L.

What State Leaders Should Know About Cooperative Vocational Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-38

Pub Date Mar 71

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0773, \$.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Cooperative Education, Instructor Coordinators, *Leaders Guides, Program Administration, *Program Development, Program Evaluation, Program Improvement, Program Planning, State Supervisors, Teacher Education, *Teacher Educators, *Vocational Education

Based on a review of related literature, this document is designed to serve state supervisors and teacher educators interested in reviewing the key concepts relative to cooperative vocational education. The compact nature of the review and its organization into guidelines format should provide a ready reference for the practitioner seeking to develop and improve work-study programs in his state. Special attention has been given to (1) Essential Elements of Successful Programs, (2) Planning and Implementation, (3) Extension and Improvement of Programs, (4) Recruitment and Training of Coordinators, (5) Promotional Activities, and (6) Status of Evaluation. Related documents are available as ED 057 180, and VT 012 905 in this issue. (Author/JS)

ED 059 350 VT 013 053

Boss, Richard

What School Administrators Should Know About Vocational Education for Disadvantaged Youth in Urban Areas.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-41

Pub Date Jul 71

Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0794, \$.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *Disadvantaged Youth, Educational Needs, *Educational Programs, Guidance Counseling, Personnel Selection, Program Administration, Program Design, *Urban Schools, *Vocational Education

The job of the school administrator is to provide meaningful and effective occupational education programs to help the disadvantaged segment of our population become useful, productive, and self-sufficient. This guide describes the special problems of the disadvantaged and the administrative procedures required in programs for the disadvantaged. Existing programs are described to illustrate exemplary practices and procedures for program design, development, and administration. The special problems of guidance counseling, financial assistance, residential support, and health services are considered. Staff

selection and training are discussed in depth, with a critical analysis of the role of paraprofessionals and volunteers in a program for the disadvantaged. Related documents are available as VT 013 761 (RIE, April 1972), and VT 013 543 in this issue. (BH)

ED 059 351

VT 013 543

Fack, Vincent

What Vocational Education Teachers and Counselors Should Know About Urban Disadvantaged Youth.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-46

Pub Date Oct 71

Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0848, \$.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Counselor Role, Curriculum Development, *Disadvantaged Youth, Educational Needs, *Guidelines, Student Needs, Student Placement, Teacher Characteristics, *Teacher Role, Teaching Techniques, Urban Youth, *Vocational Education

This publication is designed to serve teachers and counselors interested in reviewing the key concepts relative to working with disadvantaged youth in urban areas. The compact nature of the review and its organization into guideline format should provide a ready reference for the practitioner seeking to improve his instruction. Major sections of the document include: (1) Characteristics of Urban Disadvantaged Youth and Their Environment, (2) Guidance and Counseling, (3) Curriculum Design and Content, (4) Teaching Techniques, (5) Teacher Characteristics, and (6) Placement of Students. (Author/BH)

ED 059 352

VT 013 637

Walker, Robert W.

What Vocational Education Teachers Should Know About Disadvantaged Youth in Rural Areas.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-47

Pub Date Oct 71

Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0847, \$.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academically Handicapped, Bibliographic Citations, *Disadvantaged Youth, Educationally Disadvantaged, Educational Programs, *Guidelines, Literature Reviews, Program Development, Research Reviews (Publications), *Rural Areas, Rural Education, Rural Youth, Student Characteristics, Vocational Development, *Vocational Education, Vocational Education Teachers

Because of poor attitudes toward educational involvement and a lack of basic scholastic skills, some students do not succeed in the regular programs offered in the high schools. Intended to be an authoritative analysis of the literature in the field, this "state-of-the-art" paper should serve as a guideline for teachers concerned with the development of programs at the local level to meet the needs of students identified as academically disadvantaged. The paper focuses on rural academically disadvantaged students, the factors which contribute to their maladjustment, and their personal characteristics. Conclusions reveal that programs must be student-centered and designed to meet individual needs. Successful programs can be developed for students through the total involvement of the school staff and the community. Related documents are available as VT 013 374 (RIE, April 1972) and ED 057 181. (GB)

ED 059 353

VT 013 638

Nowraste, Daryush M.

Planning and Management Systems for State Programs of Vocational and Technical Education: An Application of Research.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-48

Pub Date 71

Note—40p.

Available from—Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chief Administrators, Critical Path Method, Educational Administration, Information Systems, *Management Systems, Manuals, Operations Research, *Program Administration, *Program Planning, Research Utilization, *State Programs, Systems Analysis, Technical Education, *Vocational Education

Identifiers—PERT, Planning Programming Budgeting Systems, PPBS, Program Evaluation and Review Technique

This publication is designed to serve state-level planners interested in reviewing the key concepts of state planning and management systems. The compact nature of the review and its organization in guideline format should provide a ready reference for the practitioner seeking to develop and improve management systems for vocational education in his state. Major sections of the report include: (1) Systems and Systems Analysis, (2) Management by Objectives, (3) Operations Research, (4) Program Evaluation and Review Technique (PERT) and Critical Path Method (CPM), (5) Planning, Programming, Budgeting Systems (PPBS), (6) Management Information Systems, and (7) Performance Indicators. (Author/JS)

ED 059 354 08 VT 014 118

Cotrell, Calvin J. And Others

Model Curricula for Vocational and Technical Teacher Education: Report No. II. General Objectives—Set I. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—R&D-Ser-61

Bureau No.—BR-7-0158

Pub Date Dec 71

Grant—OEG-3-7-000158-2037

Note—165p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, *Curriculum Development, Curriculum Planning, *Educational Objectives, *Guidelines, Human Relations, Instructional Materials, Models, Professional Education, Program Administration, Program Coordination, Program Development, Program Evaluation, *Teacher Education Curriculum, Teacher Role, Technical Education, Vocational Education, Vocational Education Teachers, Youth Clubs

This document presents performance-oriented, general objectives, intended as guidelines for writing specific objectives for vocational and technical teacher education curriculums. These general objectives are based on an extensive enumeration and analysis of important pedagogical performance requirements for teachers of conventional vocational programs. Although not tested in actual program operation, the objectives have been reviewed by teacher educators, and subsequently refined. The objectives are presented for each of the 10 categories of duties or functions found to be required of teachers. Finally, the development of specific instructional objectives from the general objectives is illustrated by examples. Appendixes include a glossary of terms and a master list of performance elements referenced to the related general objectives in the main text. Specific chapter headings include the following: (1) Origin, Purpose and Use of Guidelines, (2) General Objectives for Planning of Instruction, (3) General Objective for Guidance, and (4) Prototypes of Specific Objectives. A related document is available as VT 014 258 in this issue. (Author/JS)

ED 059 355 08 VT 014 258

Cotrell, Calvin J. And Others

Model Curricula for Vocational and Technical Teacher Education: Report No. I. Performance Requirements for Teachers. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—R&D-Ser-63

Bureau No.—BR-7-0158

Pub Date Dec 71

Grant—OEG-3-7-000158-2037

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Critical Incidents Method, *Curriculum Development, Educational Objectives, Educational Research, Job Analysis, *Performance Factors, Task Performance, *Teacher Education, *Teacher Education Curriculum, Technical Education, *Vocational Education, Vocational Education Teachers

This first phase of a project initiated to develop, demonstrate, and test curricula for the preparation and inservice education of vocational and technical education teachers, was devoted to determining the performance requirements of teachers. During this phase, 237 performance elements were identified through application of occupational analysis techniques, and common, mixed, and unique pedagogical performance elements were identified by a task force representing seven vocational services. An additional 30 performance elements were identified and 147 performance elements were verified through a national critical incident study, and 226 performance-oriented general objectives were developed. The conclusions of the study indicated that most pedagogical performance requirements for teachers were common to all vocational services, and that meaningful specific objectives could not be developed without consideration for a particular institutional setting. It was recommended that core offerings be considered for a majority of the curricula to be developed and that performance-oriented general objectives be prepared as guidelines for writing specific objectives. A related document is available as VT 014 118 in this issue. (Author/SB)

ED 059 356 VT 014 267

Arnott, Thelma E.

Learning and Teaching in a Center for the Care of Infants and Toddlers. A Descriptive Review of Experience with Staff Development.

North Carolina Univ., Greensboro.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 69

Note—46p.

Available from—Infant Care Project, Institute for Child & Family Development, The University of North Carolina at Greensboro, Greensboro, North Carolina 27412 (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Child Care Centers, Child Care Occupations, *Child Care Workers, *Day Care Services, Inservice Education, *On the Job Training, *Subprofessionals, Vocational Education

Phase I of a research and demonstration project was devoted to establishing, operating, and evaluating a demonstration nursery center to provide for the daytime care of 30 infants and toddlers ranging in age from 2 months through 3 years. During this phase, some emphasis was also given to recruiting and training the center's nursery assistants, and their experiences are described in this publication. To insure close staff working relationships, all staff members are involved in the interviewing, selection, and training of new nursery assistants. Once hired, the new assistant begins a week of orientation consisting of discussions with the professional and paraprofessional staff, and observations and assistance in each of the five children's groups. Further training occurs on the job, and both the new and established assistants are encouraged to improve themselves through formal and informal means. Some opportunities for development and improvement include: (1) casual conversations between staff, (2) planned meetings, (3) observation in other infant centers, (4) experiences in keeping written observations of the children, and (5) consultation with the pediatrician, nutritionist, social worker, and psychologist. (SB)

ED 059 357 VT 014 274

Impellitteri, Joseph T. Kapes, Jerome T.

The Measurement of Occupational Values.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No.—VDS-Monog-3

Pub Date Sep 71

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 9, Guidance Services, Instrumentation, *Measurement Instruments, Pupil Personnel Services, Student Attitudes, Test Construction, Test Reliability, Test Validity, *Values, *Vocational Counseling, *Vocational Development, *Vocational Interests, Work Attitudes

On the basis of an established need, the Occupational Values Inventory (OVI) was developed as one of the data collection instruments for the Vocational Development Study to measure the occupational values held by ninth graders, including: (1) Interest and Satisfaction, (2) Advancement, (3) Salary, (4) Prestige, (5) Personal Goal, (6) Preparation and Ability, and (7) Security. The 35 items on the OVI consist of three statements or phrases representing three different values. The individual is forced to select the phrase or statement most important to him in selecting a job as well as the least important. Though restricted, investigations thus far indicate that the OVI reliably measures selected affective traits that uniquely contribute to distinctions between boys and girls, academic and vocational-technical students, and successful and unsuccessful students, and is a potentially useful guidance instrument. Measures of internal consistency, stability, and concurrent validities were utilized to establish reliability and validity of the OVI, and plans for predictive and construct validity studies have been made. Norms based on a sample of 548 ninth grade boys and 531 ninth grade girls are included, and a sample instrument and directions for administering and scoring the OVI are appended. (SB)

ED 059 358 VT 014 301

Tella, Dorothy And Others

A Model for Manpower Training Evaluation.

Planning Research Corp., McLean, Va.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-81-05-68-06-2

Pub Date Nov 70

Note—81p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 200 555, MF \$9.55; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Demography, *Evaluation Techniques, *Federal Programs, Income, *Manpower Development, Mathematical Models, *Program Evaluation, Socioeconomic Status, Statistical Analysis, Trainees

Designed for evaluation and program planning and budgeting, the model presented herein provides a framework for estimating the contribution of individual manpower services in increasing the earning potential of manpower trainees with various sets of demographic and socioeconomic characteristics. The model shows how to maximize total increase in output due to training by selecting the kinds of people to be trained and the kinds of services offered them. (Author/BH)

ED 059 359 VT 014 342

Manpower Policy and Programmes in Canada.

Reviews of Manpower and Social Policies No. 4.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 66

Note—149p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Economic Climate, *Employment Programs, *Foreign Countries, *Government Role, Labor Force, *Manpower Development, *Public Policy, Unemployment

Identifiers—*Canada

This report describes the Canadian labor force and economic climate, and the employment and manpower policies which comprise Canada's active manpower policy. Expanded programs for vocational and technical training are recommended, especially for unemployed youth. (BH)

ED 059 360 VT 014 343

Manpower Policy and Problems in Greece.

Reviews of Manpower and Social Policies No. 3.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 65

Note—45p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, Economic Climate, *Economic Development, *Employment Programs, *Foreign Countries, Government Role, Labor Market, *Manpower Development, Migration, *Public Policy, Unemployment

Identifiers—*Greece

A full solution of the employment problems of countries in the stage of development now existing in Greece, to a great extent depends upon the possibilities of achieving the accumulation of capital necessary for the establishment of new industries and other investment. It is important for Greece to promote economic progress in the different regions so as to avoid an exaggerated concentration in the already over-congested present centers and the emigration abroad of the most dynamic elements of the young generation. Also in this context, proper manpower policies will be of importance so as to promote the improvement and necessary adjustment of human resources. The following is of particular importance: (1) a reorganized Employment Service with better information about the labour market for employers and employees, (2) vocational guidance and counseling, (3) vocational training facilities for young and adults, and (4) appropriate aids to economically desirable mobility. This would also include positive measures to promote the return and reintegration in the Greek economy of workers having acquired new skills and experiences abroad. Activities in all these fields should be part of any program for economic and technical assistance to Greece. (Author)

ED 059 361 VT 014 344
Manpower and Social Policy in the Netherlands.

Reviews of Manpower and Social Policies No. 6. Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 67

Note—293p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$4.80)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Demography, Economic Development, *Employment Programs, *Foreign Countries, *Government Role, *Manpower Development, Organization, *Public Policy

Identifiers—*Netherlands

The Netherlands has adopted as its manpower policy the full employment of its human resources in an expanding economy. Activities which have been particularly successful include regional development, supplementary employment programs, social employment, and stabilization of seasonal employment in construction. Additional efforts are needed to link the existing programs into a coordinated instrument of manpower policy. (BH)

ED 059 362 VT 014 409
Young, William G.

An Exemplary Program for Occupational Preparation. Interim Report.

New Orleans Public Schools, La. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jul 71

Contract—OEC-0-70-4783(361)

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Career Education, Disadvantaged Youth, Educational Innovation, Job Training, Occupational Guidance, Potential Dropouts, *Program Evaluation, Student Attitudes, *Vocational Counseling, *Vocational Education, *Work Attitudes

Identifiers—Occupational Awareness, Occupational Exploration

All levels of community education were included in this occupational preparation program. Elementary school emphasis was on field trips, curriculums geared to occupational choice, and development of realistic attitudes toward work. Middle school emphasis was on curriculum dealing with occupational information and guidance, and included semi-skilled training for covered

and dropout-prone students to enable them to obtain part-time after-school and summer jobs. Instruction at senior high school level combined on-the-job training or realistic simulated employment experience with vocational guidance and job placement services. Adults, including out-of-school youth, were taught marketable skills. The program was very successful on the elementary level as measured by pretest and posttest measures of attitude toward work. Other levels were more difficult to evaluate at this stage, although vocational counseling was very well received at the senior level and enrollment in adult courses indicated community interest. Recommendations included: (1) greater efforts to enlist community support, (2) inservice training in vocational information for teachers, and (3) objective questionnaires to measure the influence of the program. (CD)

ED 059 363 VT 014 439

Niland, John R., Ed.

The Production of Manpower Specialists: A Volume of Selected Papers.

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.

Pub Date 71

Note—240p.

Available from—Publications Division, New York State School of Industrial and Labor Relations, Cornell University, Ithaca, New York 14850 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Administrator Education, Disadvantaged Groups, Economic Research, *Educational Needs, *Federal Programs, Human Resources, Labor Economics, *Manpower Development, Social Sciences, *Specialists

Although the need for staff training for manpower training has been long recognized, little has been done in the past to fill the need. These papers describe the problem and the possible alternatives from the perspective of the public sector, the educational sector, the private sector, and research needs and experience. Authors include: (1) John Niland, (2) Sar Levitan, (3) Howard Rosen, (4) Gerald Somers, (5) Herbert Parnes, (6) Thomas Patten, Jr. (7) Alice Kidder, (8) Ernest Green, (9) John Hinrichs, (10) Dennis Deshaies, (11) Leonard Lecht, (12) Morris Coburn, and (13) Hugh Folk. Tables illustrate the data, and subject and author indexes provide access to the main ideas of the paper. (BH)

ED 059 364 VT 014 441

"Countdown to the 70's." Occupational Information for Upper Elementary and Middle Grades.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 71

Note—179p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Educational Innovation, Educational Television, Elementary Grades, *Instructional Films, Intermediate Grades, *Occupational Information, Program Development, Secondary Education, Teacher Role, *Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

An innovation approach to teaching elementary and secondary students about the world of work was developed under ESEA Title III funds in Atlanta using 39 television programs. This program guide was adapted from the Atlanta program for use in Florida schools. Although it is built around the 39 films, most of the information will be useful to the teacher or curriculum writer in the present form. Each unit represents an occupational area, such as employment opportunities in hospitals, education, banking, or major industries such as petroleum, textiles, or newspapers. For each occupational area, specific jobs are defined according to duties, personal qualifications and training. Thus for the unit covering education, the specific jobs of principal, teacher, teacher aide, custodian, cafeteria manager, secretary, counselor, librarian, library aid, maintenance mechanic, and statistician are outlined. Suggested supplementary activities, a glossary of related vocabulary terms as listed in each unit, and recommended references are included. (CD)

ED 059 365 VT 014 487

Holstein, Herbert B. And Others

Career Education: A Curriculum Model and Strategies for Implementation.

Lincoln County Schools, Hamlin, W. Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Change Agents, *Curriculum Development, *Depressed Areas (Geographic), Educational Change, Elementary Education, Models, *Program Descriptions, Rural Areas, Secondary Education, Vocational Education

Identifiers—Career Awareness, Career Exploration, Career Orientation

Described in this publication is a comprehensive career education program which begins in Grade 1 and continues through Grade 12. Specifically developed for a rural, economically depressed area, the program includes a structuring of basic subjects around the theme of career opportunities and requirements in the world of work. The four segments of the curriculum described in this report are: (1) career awareness—Grades 1-6, (2) career orientation—Grades 7-8, (3) career exploration—Grades 9-10, and (4) career preparation—Grades 11-12. Also discussed in various sections of the document are: (1) Correlation of Academic Subjects and Use of Experience Based Methodology, (2) Strategies for Change, (3) Evaluation Plans, and (4) Initial Impressions. Data indicate that this career education project is a significant breakthrough in efforts to humanize, individualize, and make more relevant the educational process. Related documents are available as VT 014 729-014 733. (JS)

ED 059 366 VT 014 574

Woodin, Ralph J.

Supply and Demand for Teachers of Vocational Agriculture in 1971. A Staff Study.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date Dec 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, Agricultural Occupations, Employment Trends, Occupational Surveys, Questionnaires, Teacher Certification, Teacher Education, Teacher Placement, *Teacher Recruitment, Teacher Selection, *Teacher Shortage, *Teacher Supply and Demand, *Vocational Agriculture Teachers

To assist in a national recruitment effort, this seventh annual report contains information secured from questionnaires completed by head state supervisors and teacher educators in all institutions preparing teachers of vocational agriculture. Data contained in the report pertain to: (1) number of vocational agriculture positions in the U.S. in 1971, (2) the percentage of graduates entering various occupations, (3) enrollment in colleges of agriculture, (4) types of teaching positions, (5) placement of graduates, (6) employment by states and regions, and (7) a 7-year comparison of selected information on supply and demand of vocational agriculture teachers. Major findings revealed that the number of qualified teachers increased to 1,743, the largest number qualified in any of the past 7 years, but the number of persons entering teaching decreased. Over the past 7 years, the number of teaching positions has stabilized at 10,500, although supervisors predict 11,977 positions by 1975. In terms of teaching positions, 92 percent of all positions were in general or comprehensive high schools and only 3.2 percent were employed in area vocational schools. Nearly two-thirds of the positions involved teaching adults and young farmers as well as high school students. Also available are reports for 1969 (ED 037 563) and 1970 (VT 012 386 in this issue). (SB)

ED 059 367 VT 014 575

Guide for Industrial Arts Education in California.

California Industrial Arts Curriculum Committee.; California State Dept. of Education, Sacramento.

Pub Date 70

Note—46p.; 1970 Revision

Available from—California State Department of Education, 721 Capitol Mall, Sacramento, California 95814 (\$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Programs, Course Descriptions, Educational Facilities, *Educational Objectives, Elementary Grades, *Industrial Arts, Instructional Programs, *Program Descriptions, Program Guides, Secondary Grades, *State

Curriculum Guides, *State Programs, Teacher Education
Identifiers—*California

This revised state guide for industrial arts was prepared to offer a framework for planning programs that could be interpreted and applied, in terms of the curriculum and facilities provided, by local district. An introduction to industrial arts education and general program descriptions are given for elementary, junior high, senior high, and college levels, including recommendations for the number and types of shops and instruction for various age levels. Characteristics discussed include: (1) instructional procedures, (2) safety, (3) organization and management, (4) guidance, (5) instructional aids, and (6) projects. A history of the nine industrial arts teacher education programs in California and a section on professional growth are included. (GEB)

ED 059 368 VT 014 581
Pointer, Leah J., Ed.

The World of Work. A Curriculum Guide for Grades One through Twelve.

Education Systems Development Corp., New Orleans, La.; Orleans Parish School Board, New Orleans, La.

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Career Education, Career Opportunities, Career Planning, *Curriculum Guides, *Decision Making Skills, Elementary Grades, Employment Opportunities, *Occupational Information, Secondary Grades, Self Concept, Vocational Education, Vocational Interests

Developed by a committee of principals, counselors, and teachers as part of the local World of Work program, this curriculum guide is designed to aid in providing occupational information and career decision-making skills for grades K-12. Major purposes of the guide are to: (1) provide occupational information that is both educational and vocational, (2) give the student experiences and training in decision-making, (3) develop in the student a healthy self-concept, and (4) utilize community resources to enhance the student's knowledge of careers. Detailed curriculum outlines are suggested for elementary grades (kindergarten, lower and upper primary), secondary grades (grades 7-11), and 12th grade. Several questionnaires, data gathering methods, sample parent interview forms, an attitude survey, and self rating evaluation charts are appended. Resource materials for all grade levels are listed. (AW)

ED 059 369 VT 014 585
Mayer, Lynne S.

Needed: A Compromise in Postsecondary Vocational-Technical Curricula.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Report No.—Rev-Syn-Ser-1

Pub Date 71

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Planning, Curriculum Problems, Educational Needs, Job Analysis, *Literature Reviews, Manpower Needs, *Post Secondary Education, *Program Design, Program Effectiveness, Relevance (Education), *Technical Education, *Vocational Education

Relevant curriculums for post-secondary vocational-technical programs can be designed only after manpower needs are identified and a study is made of job skill requirements. This paper, the result of a review of current literature, was written in an attempt to decide: (1) What programs should be made available at the post-secondary level? (2) What is the appropriate composition of post-secondary vocational-technical education curriculums? and (3) How much time should be spent in the teaching of theory compared to that devoted to practice or application of theory? It was found that an average of 5 percent of the post-secondary curriculums reviewed were composed of general education components, and 15 percent of the curriculums were made up of courses related to job skills. Conclusions were that general and related instruction must be included along with skills instruction in post-secondary curriculums, and that a compromise is needed between programs with rigorous engineering type curriculums and those with short term job skills curriculums. (GEB)

ED 059 370 VT 014 591
Education and Training: Opportunity Through Learning. Ninth Annual Report to the Congress on Institutional Training under the Manpower Development and Training Act in 1970.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—OE-87020-71

Pub Date 71

Note—78p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0804; HE 5.287:87070-71 \$.70)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Vocational Education, *Annual Reports, Culturally Disadvantaged, *Federal Programs, Participant Characteristics, *Program Descriptions, *Program Evaluation, Vocational Followup

Identifiers—*Manpower Development and Training Act Programs, MDTA Programs

This annual report of the Department of Health, Education, and Welfare to Congress describes training activities instituted under the Manpower Development and Training Act (MDTA) through 1970. With major emphasis on fiscal year 1970, the report includes descriptions of programs and participants. Evaluation activities designed to measure increases in earnings due to participation in MDTA programs are described. A directory of manpower training skill centers is appended. (BH)

ED 059 371 VT 014 594
Simmons, Guy H., Ed.

Nuclear Medical Technology Training.

Cincinnati Univ., Ohio. Medical Center; Food and Drug Administration (DHEW), Rockville, Md. Bureau of Radiological Health.

Report No.—FDA-72-8002-BRH-DMRE-71-5

Pub Date Jun 71

Note—78p.; Proceedings of a Colloquium (Cincinnati, Ohio, Feb. 28, 1969)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1715-0022; HE 20.4112:71-5 \$.72)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, Bachelors Degrees, *Conferences, *Health Personnel, Manpower Development, *Medical Technologists, Medicine, *Program Descriptions, Program Evaluation, *Workshops

Identifiers—Nuclear Medicine Technicians, Nuclear Medicine Technologists

This 1-day colloquium, attended by 23 participants representing societies, government agencies, colleges and universities, and other training programs, was conducted for the purpose of reporting on and discussing the curriculums developed at the University of Cincinnati for training nuclear medical technologists. Pilot programs at both the baccalaureate and associate degree levels have been established under a training grant from the Bureau of Radiological Health. Individuals going through the 2-year program are called Nuclear Medicine Technicians and those earning a baccalaureate degree are termed Nuclear Medicine Technologists. Twelve presentations were made and discussed, followed by four workshops devoted to preassigned questions involving such problems as (1) estimating the present and future needs for additional technologic personnel in nuclear medicine, (2) the content of the academic work in associate and baccalaureate programs, (3) methods of recruitment, and (4) future involvement of government agencies in sponsoring training programs. (GEB)

ED 059 372 VT 014 604
A Resource Curriculum in Driver and Traffic Safety Education.

Automotive Safety Foundation, Washington, D.C.

Pub Date Jan 70

Note—180p.

Available from—Automotive Safety Foundation, c/o Highway Users Federation, 1776 Massachusetts Avenue, N.W., D.C. 20036 (Single Copies \$1.50; discount for quantity)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Course Content, *Curriculum Guides, *Driver Education, Educational Objectives, Instructional Materials, *Learning Activities, Secondary Grades, *Traffic Safety

Secondary school driver education courses should provide the student with cognitive and affective learning experiences as well as psychomotor skills. Developed through the cooperation of an advisory committee, workshop group, and other consultants, this curriculum guide is intended to help teachers, supervisors, program administrators and teacher educators do just that. Included in the guide are sections on the need for driver and traffic safety education, curriculum rationale, teaching-learning interaction, and a 107-item bibliography. The curriculum contains objectives, content and learning activities divided into these major sections: (1) Introduction, giving an overall picture of the highway transportation system, (2) On Highway Tasks, (3) Readiness Tasks, and (4) Improvement Tasks. Human functions—identify, predict, decide, and execute—involved in performing traffic-related tasks serve as reference points throughout. Behavioral objectives emphasize student-environment interaction. Fundamental concepts are repeatedly stressed, but the material attempts to lead the student through an enquiry process which results in the student discovering these concepts for himself. (CD)

ED 059 373 VT 014 606
Hoos, William R., Jr., Ed.

Industrial Arts in the Elementary School: Education for a Changing Society.

National Conference on Elementary School Industrial Arts, Greenville, N.C.

Spons Agency—American Council for Elementary School Industrial Arts, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—34p.; Report of the National Conference on Elementary School Industrial Arts (Greenville, North Carolina, 1969-1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Philosophy, *Elementary Education, Elementary School Role, *Industrial Arts, Information Dissemination, Inservice Programs, Leadership Responsibility, Preservice Education, Problem Solving, *Program Descriptions, Program Design, School Community Relationship, *Teacher Education

This conference, attended by 21 teacher educators, supervisors, and people working with elementary children in the classroom, consisted of three meetings during the 1969-70 academic year. This report deals with the nature of industrial arts in the elementary school, different approaches and requirements for implementation, and some ways of meeting and solving some of the problems. Philosophically, industrial arts helps the elementary school child build an understanding of his world. Within the dimensions of physical setting and organizational mode, effective learning takes place through interaction, exploration, experimentation, problem solving, and concrete experiences that satisfy aesthetic and utilitarian needs. Approaches include programs using the: (1) limited classroom, (2) comprehensive classroom, (3) laboratory, (4) traveling teacher, (5) mobile laboratory, (6) central laboratory, and (7) summer school. Discussions of essential components of effective leadership, and of preservice and inservice teacher education programs are included. (GEB)

ED 059 374 VT 014 609
New Thrusts in Vocational Education.

National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—OE-80074

Pub Date Mar 71

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0777; HE 5.280:80074, \$.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Dropout Prevention, Dropout Rehabilitation, Individualized Instruction, Industrial Arts, Job Skills, Job Training, Military Training, Occupational Home Economics, Production Techniques, *Program Coordination, *Program Descriptions, *Program Development, Skill Development, *Vocational Education

Identifiers—IACP, Industrial Arts Curriculum Project, Project ABLE

Intended for school administrators, educators, and the lay public, this publication describes five innovative and effective vocational education

programs developed with support from the U.S. Office of Education in response to a local problem. The programs, each requiring the coordinated effort of community groups and leaders are: (1) Industrial Arts Curriculum Project, which has been responsible for implementing a 2-year industrial arts curriculum emphasizing theory, operation, and necessity of modern production methods in more than 300 schools in all 50 states, (2) a vocational home economics course for disadvantaged youth that emphasizes preparation for the dual role of wage earner and homemaker, (3) the Work Opportunity Center which provides job skills and basic education and personal development training for dropouts and potential dropouts, (4) Project ABLE which is an individualized instructional system that allows the student to move from one skill level to the next at his own pace, and (5) an experiment which demonstrated that U.S. Air Force courses and teaching materials could be adopted to the public school system. (SB)

ED 059 375 VT 014 615

Case, Merl Edward

The Applications of Computer Graphics in Industry and Implications for Drafting Curriculum on the College Level.

Pub Date 71

Note—159p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Computer Graphics, *Computer Oriented Programs, Curriculum Planning, Doctoral Theses, *Drafting, Educational Change, *Educational Needs, Graphic Arts, Guidelines, *Industrial Education, Program Descriptions, Questionnaires

To ascertain the status of computer graphics in selected companies and industrial education departments and to derive guidelines for computer graphics curriculum planning, data were obtained through a questionnaire sent to 129 industrial educators and another sent to 32 industrial personnel. Findings were that: (1) 10 of the educators indicated their school offered courses in computer graphics, (2) Computer graphics was not a required course for industrial arts majors, (3) All schools offering the course also offered 19 or more semester hours of drafting, and (4) 20 of 35 plotters used by industry were of the flatbed type. Specific conclusions were that: (1) Industrial arts departments are offering computer graphics on a limited basis, (2) Insufficient funds and a lack of facilities are primary reasons for not offering the course, (3) The primary application of computer graphics in industry is to depict engineering drawings, and (4) The industries using this process can be expected to develop their own programming systems. (Author/GEB)

ED 059 376 VT 014 623

Wolfe, Richard R., Ed.

Rehabilitation of Individuals with Behavioral Disorders. A Report from the Study Group on Rehabilitation of Individuals with Behavioral Disorders. A Training Guide.

Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No—Inf-Memo-RSA-IM-71-62

Pub Date May 69

Note—126p.; Report of the Institute on Rehabilitation Services (7th, Lincoln, Nebraska, May 19-21, 1969)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1761-0028, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Change, *Behavior Problems, Counselor Training, *Rehabilitation Counseling, *Rehabilitation Programs, Training Techniques, *Vocational Rehabilitation

To develop guidelines for the identification of behavioral disorders and devise more effective means for working with people classified as having behavioral disorders, a study group reviewed knowledge and experiences of group members, conducted a literature study, and surveyed 91 state vocational rehabilitation agencies with respect to: (1) guidelines directed to staff for providing services, (2) approaches followed in obtaining evaluations, (3) number of clients with behavioral disorders who were rehabilitated, (4) programs and delivery systems utilized by the

agencies in serving clients, and (5) urgent needs and greatest barriers in serving clients with behavioral disorders. The survey revealed that a diversity of programs were taking place on a broad base with varying degrees of success. However, it is unclear who should properly be identified as having a behavior disorder. A review of the issues in counseling approaches suggests that the traditional approach is based upon underlying assumptions of questionable validity, and criticisms have been leveled against inappropriate use of the medical model, diagnostics, and middle-class conceptions of counseling. In terms of training needed by counselors, aides, supervisors, and administrators, several techniques based on experiences of the study group are presented. (SB)

ED 059 377 VT 014 634

Bozarth, Jerald D., Ed. And Others

Abstracts of Research in Rehabilitation. The Top Twenty-One Research Selections by the 1970-1971 Research Awards Committee.

American Rehabilitation Counseling Association, Washington, D.C.

Spons Agency—Arkansas State Dept. of Education, Little Rock, Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Report No—ARR&TC-623

Pub Date Aug 71

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Cognitive Measurement, Counselor Attitudes, Job Satisfaction, Personality Studies, *Rehabilitation Counseling, *Research, *Research Reviews (Publications), Role Perception, Self Concept, Supervisory Methods, Teacher Attitudes, *Vocational Rehabilitation

This monograph was designed to disseminate the results of recent scientific research in rehabilitation counseling and related areas. The 21 abstracts reflect the research currently underway in universities, rehabilitation facilities, and rehabilitation research institutes throughout the country. Sample topics include: (1) "A Descriptive Study of Supervisory Practices as Perceived by Counselors in State Vocational Rehabilitation Agencies," (2) "The Effects of Oxygen Inhalation on Motor Impersistence in Brain-Damaged Individuals: A Double Blind Study," (3) "A Guttman Facet Theory Analysis of Teacher Attitudes Toward the Mentally Retarded in Columbia, British Honduras, and the United States," (4) "Repeated Measures and the Evaluation of Change in the Individual Client During Counseling," and (5) "Environment As a Network of Judgments Regarding Staff Roles." Research projects which have won awards are noted in the document. (GEB)

ED 059 378 VT 014 651

The Systems Approach to Functional Job Analysis.

Task Analysis of the Physician's Assistant: Volume I—Task Analysis Methodology and Techniques.

Wake Forest Univ., Winston Salem, N.C. Bowman Gray School of Medicine.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date [71]

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Health Occupations Education, Job Analysis, Job Training, Measurement Techniques, Paramedical Occupations, *Physicians Assistants, *Research Methodology, Sampling, Subprofessionals, Systems Approach, *Task Analysis

Utilizing a systematic sampling technique, the professional activities of small groups of pediatricians, family practitioners, surgeons, obstetricians, and internists were observed for 4 or 5 days by a medical student who checked a prearranged activity sheet every 30 seconds to: (1) identify those tasks and activities an assistant could be trained to perform, and (2) determine the activities requiring the greatest percentage of the physician's professional time, both in the office and hospital. After the data were tabulated and the percentage time distribution had been completed, a committee for each specialty reviewed the results and agreed on those activities for which an assistant should be trained. In all five specialties the most time-consuming activity was related to the gathering and organizing

of data and information incident to history taking and physical examination. On the basis of functional job analyses, course outlines, training objectives, and goals for training physician's assistants were developed. These development activities are described in this report. Related curriculum materials are available as VT 014 672. (SB)

ED 059 379 VT 014 665

Felstehausen, Joyce L. Howell, Kathleen M.

A Followup Study of Illinois Home Economics Job Training Programs. Final Report.

Eastern Illinois Univ., Charleston. School of Home Economics.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Report No—R DC-A1-053

Pub Date Sep 71

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employer Attitudes, Employment Patterns, Entry Workers, *Followup Studies, *Graduate Surveys, *Home Economics Education, Job Satisfaction, Job Skills, Occupational Home Economics, *Program Evaluation, Vocational Adjustment

Identifiers—Illinois

To investigate the extent to which Illinois gainful home economics cooperative education programs have contributed to the employability of graduates, questionnaires were mailed to 1969 and 1970 graduates seeking current employment status, ratings on the contribution of the training to specific employment competencies, current employer's assessment of graduate readiness in specific employment competencies, and necessary entry skills. Usable returns from 188 of the 691 graduates revealed that: (1) 62 percent were employed at the time of the study, (2) The most job satisfaction received was from working with people, while most job dissatisfaction was related to the job situation, such as working conditions, (3) Greatest training contributions were in the areas of getting along with people, using time and energy, and handling new or unpleasant situations, (4) Entry level skills considered important by employers were generally in the areas of personal factors, and (5) Initial adjustments to employment conditions, specific work tasks, and speed that comes with experience were identified as difficult areas. Sample questionnaires and other study materials are appended. (SB)

ED 059 380 VT 014 672

The Systems Approach to Functional Job Analysis.

Task Analysis of the Physician's Assistant: Volume II—Curriculum and Phase I Basic Core Courses and Volume III—Phases II and III—Clinical Clerkships and Assignments.

Wake Forest Univ., Winston Salem, N.C. Bowman Gray School of Medicine.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date [71]

Note—244p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Clinical Experience, Course Content, Course Descriptions, *Curriculum Guides, *Health Occupations Education, *Job Analysis, Medical Education, *Physicians Assistants, Post Secondary Education, Subprofessionals, Systems Approach

This publication contains a curriculum developed through functional job analyses for a 24-month physician's assistant training program. Phase I of the 3-phase program is a 6-month basic course program in clinical and bioscience principles and is required of all students regardless of their specialty interest. Phase 2 is a 6 to 10 month period of intensive training in patient evaluations and special procedures. The length of this phase depends upon the students' specialty which may include family practice, pediatrics, medicine, surgery, or obstetrics. Phase 3 consists of 8 to 12 months of supervised practice in the hospital, clinics, and private practitioners' offices. Included are course descriptions, objectives, and detailed course outlines for each phase. A related document is available as VT 014 651. (SB)

ED 059 381

Somers, Gerald G., Ed.

A Review of Industrial Relations Research, Volume II.

VT 014 696

Wisconsin Univ., Madison. Industrial Relations Research Inst.
Pub Date Oct 71
Note—238p.

Available from—Industrial Relations Research Association, 7114 Social Science Building, University of Wisconsin, Madison, Wis. 53706 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Collective Bargaining, Foreign Countries, *Industrial Relations, Labor Legislation, *Personnel Management, Personnel Policy, *Public Policy, *Research Reviews (Publications)

This report, with Volume I previously released, appraises selected research in industrial relations since 1956-57. Experts analyze the character and contributions of the research output in their areas of expertise. Contents include: (1) "Public Policy and Labor-Management Relations" by Benjamin Aaron and Paul Seth Meyer, (2) "Manpower Research and Manpower Policy" by Garth L. Mangum, (3) "Collective Bargaining Trends and Patterns" by James L. Stern, and (4) "Industrial Relations in Western Europe and Canada" by John Crispo. A related document, Volume I, is available as ED 047 401. (GEB)

ED 059 382 VT 014 697
Curriculum Guide for Food Service Occupations.
Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
Pub Date May 70

Note—210p.
Available from—Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310 (\$2.50)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Career Education, Equipment, Food Processing Occupations, *Food Service Occupations, Human Relations, Instructional Materials, *Learning Activities, Occupational Clusters, Occupational Guidance, *Occupational Information, Reference Materials, Safety, Sanitation, Secondary Education, *State Curriculum Guides

Identifiers—The Oregon Way

Developed by curriculum specialists assisted by an advisory committee, this curriculum guide outlines the basic skills and knowledge necessary for entry-level competencies in the broad field of food service occupations, or for entry into post-high school programs for advanced work. Designed for use in Grades 11 and 12, the guide is one of several developed for Oregon's new approach to secondary education called "The Oregon Way," a program based on the assumptions that secondary schools should be preparatory for all students, and that a preparatory program ties the curriculum to the lives of students. The food service occupations cluster curriculum is based on a survey of Oregon's present and projected needs and an analysis of job titles. Following the occupational and instructional data and curriculum suggestions, outlines are provided for eight units, each including objectives, subconcepts and content outlines, suggested learning activities, and evaluation and generalization suggestions. A list of job descriptions, equipment needs, a bibliography, and suggested teaching aids are appended. (GEB)

ED 059 383 VT 014 699
Curriculum Guide for Agriculture.
Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
Pub Date Mar 70

Note—156p.
Available from—Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Agricultural Education, Career Education, Cluster Analysis, Instructional Materials, Leadership Training, *Learning Activities, *Occupational Clusters, Occupational Guidance, *Occupational Information, Plant Science, Secondary Education, Soil Science, *State Curriculum Guides

Identifiers—The Oregon Way

Developed through a cooperative effort by industry and education, this curriculum guide outlines the basic knowledge and skills necessary for entry-level competencies in the broad field of agriculture, or for entrance into a post-high school program. This guide is one of several

developed for Oregon's new approach to secondary education called "The Oregon Way," based on the assumptions that secondary schools should be preparatory for all students, and that a preparatory program ties the curriculum to the lives of students. Following the occupational and instructional data and cluster curriculum suggestions, course outlines are provided for: (1) Animal Science, (2) Soil Science, (3) Plant Science, (4) Agriculture Mechanics, (5) Leadership Training and Personal Development, and (6) Agriculture Business Management, plus a supplementary unit on agricultural occupations. Required knowledge and skills, behavioral objectives, and suggested learning activities are given for each unit. Recommendations for facilities and equipment, and evaluation criteria and procedures are appended. (GEB)

ED 059 384 VT 014 700
Curriculum Guide for Electricity-Electronics.
Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
Pub Date Sep 69

Note—142p.
Available from—Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310 (\$2.50)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Career Education, Cluster Analysis, Communications, *Curriculum Guides, Electrical Appliance Servicemen, Electrical Occupations, Electric Circuits, Electricians, *Electricity, Electromechanical Technology, *Electronics, Learning Activities, *Occupational Clusters, Occupational Guidance, Occupational Information, Reference Materials, Safety Education, Secondary Education

Identifiers—The Oregon Way

Developed through a cooperative effort by industry and education, this curriculum guide outlines the basic skills and knowledge necessary for entry-level competencies in the broad field of electricity-electronics, or for entrance into an apprenticeship, post-high school, or university program. This guide is one of several developed for Oregon's new approach to secondary education called "The Oregon Way." The program is based on the assumptions that secondary schools should be preparatory for all students, and that a preparatory program ties the curriculum to the lives of students. As a result of analyzing over 350 separate occupations, five key clusters for electricity-electronics were derived: (1) Electronic Assembler, (2) Electrical Repairman, (3) Electrical Appliance Serviceman, (4) Electronics Technician, and (5) Electrician. Following the occupational and instructional data and curriculum suggestions, course outlines are provided for: (1) Circuitry Fundamentals, (2) Electromechanics, and (3) Communications. Required knowledge, behavioral objectives, and suggested learning activities are given for each unit. Information related to safety and maintenance, and a list of suggested equipment and facilities are appended. (GEB)

ED 059 385 VT 014 701
Curriculum Guide for Metals.
Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.
Pub Date Sep 69

Note—181p.
Available from—Oregon Board of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310 (\$2.50)

Document Not Available from EDRS.

Descriptors—Auto Body Repairmen, Behavioral Objectives, *Career Education, Cluster Analysis, Communications, *Curriculum Guides, Equipment, Instructional Materials, Learning Activities, Machinists, *Metals, *Occupational Clusters, Occupational Guidance, *Occupational Information, Reference Materials, Safety Education, Secondary Education, Sheet Metal Workers, Welders

Identifiers—The Oregon Way

Developed through a cooperative effort by industry and education, this curriculum guide outlines the basic skills and knowledge necessary for entry-level competencies in the broad field of metals, or for entrance into an apprenticeship, post-high school, or university program. This guide is one of several developed for Oregon's new approach to secondary education called "The Oregon Way." The program is based on the

assumptions that secondary schools should be preparatory for all students, and that a preparatory program ties the curriculum to the lives of students. As a result of analyzing 1,023 separate occupations, five key occupational clusters for metals were derived: (1) Foundry Worker, (2) Sheet Metal Worker, (3) Auto Body Repairman, (4) Welder, and (5) Machinist. Following some occupational and instructional data and curriculum suggestions, course outlines are provided for: (1) Hot Metals, (2) Machine Processes, (3) Metal Fabrication, and (4) Communication. Required knowledge and skills, behavioral objectives, and suggested learning activities are given for each unit. Information dated to safety and maintenance, and a list of related tools, equipment, and furnishings are appended. (GEB)

ED 059 386 VT 014 719
Taylor, Vernon R.

Employment of the Disadvantaged in the Public Service. Guidelines for an Action Program for State and Local Governments in the United States.

Public Personnel Association, Chicago, Ill.
Report No.—Personnel-Rep-711

Pub Date 71

Note—47p.

Available from—Public Personnel Association, 1313 East 60th Street, Chicago, Illinois 60637 (Nonmembers-\$5.50; Members-\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Career Opportunities, *Culturally Disadvantaged, Employment Opportunities, *Employment Programs, *Government Employees, *Guidelines, Local Government, State Government

This report provides a foundation for a practical action program to open meaningful employment opportunities for the culturally disadvantaged in state and local government employment. The first part of the report describes the problem and the existing legislation to give public policy makers and administrators an overview of the need for affirmative action in terms of specific objectives, policies, and programs. Part 2, directed toward personnel officers and staff, suggests specific techniques and innovative methods for accomplishing defined program objectives without destroying the merit principle of public employment. (Author/GEB)

ED 059 387 VT 014 729
Holstein, Herbert B.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report.

Lincoln County Schools, Hamlin, W. Va.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 71

Contract—OEC-0-71-0682(361)

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Career Education, *Curriculum Development, *Depressed Areas (Geographic), Elementary Education, Models, Program Development, *Program Evaluation, Rural Areas, Secondary Education, Tests, Vocational Counseling, Vocational Education

Identifiers—Career Awareness, Career Exploration, Career Orientation

Covering a year's activities, this interim report describes a comprehensive program of vocational education in a rural, economically depressed area. Specific features of the program include the introduction of: (1) career awareness in Grades 1-6, (2) career orientation activities in Grades 7-8, (3) career exploration in Grades 9-10, (4) intensified occupational guidance, counseling, and job placement activities, and (5) intensified skill development activities for students terminating their formal education. Project results include: (1) the formation of an advisory committee, (2) new vocational facilities, (3) development of annotated bibliography of locally produced materials, (4) implementation of career awareness component in seven pilot schools, (5) diffusion of innovative techniques, (6) development of occupational knowledge tests, and (7) development of career education models. The project evaluation indicated that some teachers are having problems correlating existing disciplines with occupational study. This led to the recommendation that

teachers use career education materials to supplement existing texts. Related documents are available as VT 014 730-014 733, and VT 014 487 in this issue. (JS)

ED 059 388 VT 014 730

Holstein, Herbert B.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report, Volume I. Resource Bibliography for Vocational Education.

Lincoln County Schools, Hamlin, W. Va.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 71
Contract—OEC-0-71-682(361)
Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Books, *Career Education, Elementary Education, Field Trips, Films, Filmstrips, *Instructional Materials, *Resource Guides, *Resource Materials, Secondary Education, Vocational Education

Developed as part of an exemplary project for a rural, economically depressed area, this resource bibliography identifies instructional materials useful in career education programs. Items included in the guide are: (1) books, (2) filmloops, (3) filmstrips, and sound filmstrips using records and cassettes, (4) kits, (5) puzzles, and (6) suggested field trips. Grade levels are given for most of the listings. Also, a special section lists free and inexpensive educational materials for levels one through six. Related documents are available as VT 014 729-014 733 and VT 014 487, in this issue. (JS)

ED 059 389 VT 014 731

Holstein, Herbert B.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report, Volume II. Resource Bibliography of Commercially Produced Career Education Materials.

Lincoln County Schools, Hamlin, W. Va.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 71
Contract—OEC-0-71-682(361)
Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Books, *Career Education, Elementary Education, Field Trips, Films, Filmstrips, *Instructional Materials, *Resource Guides, *Resource Materials, Secondary Education, Vocational Education

Developed as part of an exemplary project for a rural, economically depressed area, this resource guide identifies commercially produced career education materials. Items found in the annotated guide include: (1) Books, (2) Filmstrips, (3) Filmloops, (4) Records, and (5) Cassettes. In addition to the annotation, listings include the grade level for which the item was used in the project and the relevant occupational focus for which the item is designed to be used. This resource guide/bibliography should be useful to those educators planning and implementing career education programs. Related documents are available as VT 014 729-014 733, and VT 014 487, in this issue. (JS)

ED 059 390 VT 014 732

Holstein, Herbert B.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report, Volume III. Elementary School Project for Levels One-Six and Middle School Project for Levels Seven and Eight.

Lincoln County Schools, Hamlin, W. Va.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 71
Contract—OEC-0-71-682(361)
Note—563p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Behavioral Objectives, Bibliographies, *Career Education, *Curriculum

Development, Elementary Education, *Instructional Materials, Occupational Clusters, Occupational Information, Research Projects, Resource Units, Student Evaluation, *Teaching Guides, Teaching Techniques, Vocational Education

Identifiers—Career Awareness, Career Orientation

Prepared for an exemplary project in vocational education, this seven-part interim report provides instructional materials useful in career awareness and career orientation programs. Designed specifically for grades one through eight, each part of the multiple volume report includes: (1) general objectives, (2) behavioral objectives, (3) teaching strategies, (4) evaluation techniques, (5) field trip information, and (6) a resource bibliography. Also, teaching units for grades 1-6 were developed to assist the teacher in selecting classroom activities for the learning period. These units cover such topics as: (1) Wonderful World of Work, (2) Our Parents In the World of Work, (3) Clothes of Today, (4) Workers Within Our Community, (5) Opportunities In Our State, (6) Crafts of Appalachia, (7) Careers In Music, and (8) Communicating Through Letters. For Grades 7 and 8 occupational clusters were identified which include: (1) manufacturing, (2) construction industry, (3) service, (4) transportation, and (5) business and related occupations. Related documents are available as VT 014 729-014-733 and VT 014 487 in this issue. (JS)

ED 059 391 VT 014 733

Holstein, Herbert B.

Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report, Volume IV. Resource Bibliography In Career Education.

Lincoln County Schools, Hamlin, W. Va.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 71
Contract—OEC-0-71-682(361)
Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Career Education, *Curriculum Development, Elementary Education, Inservice Teacher Education, Instructional Materials, Program Evaluation, *Resource Guides, Resource Materials, Teaching Methods, Tests, *Units of Study (Subject Fields), Vocational Education

Identifiers—Career Awareness

Developed as part of an exemplary project for a rural, economically depressed area, this resource guide identifies locally produced curriculum and instructional materials. Items found in the annotated guide include: (1) teaching units for levels 1-6, (2) occupational awareness tests, (3) questionnaires, and (4) inservice training methods and materials. In addition to the annotation, each listing includes the grade level for which it was designed and the extent to which the materials have been tested, refined, and validated in actual classroom use. The guide cites an evaluation study of this exemplary project in career education. It is hoped that other educators who are engaged in planning and implementing career education programs will benefit from this resource guide. Related documents are available as VT 014 729-VT 014 732 and VT 014 487, in this issue. (JS)

ED 059 392 08 VT 014 736

Warren, Barry S.

Report of Seminar in "Curriculum for Child Care Training." Phase II. Final Report Career Options Research and Development.

YMCA of Metropolitan Chicago, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0329
Pub Date 30 Sep 70
Grant—OEG-0-8-070329-3694(085)
Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care, Child Care Centers, *Child Care Workers, Child Development, Community Colleges, *Curriculum Development, Day Care Services, *Human Services, *Job Training, Junior Colleges, Subprofessionals, *Task Analysis

A 4-day seminar attended by faculty primarily from midwestern junior colleges, senior colleges, and related institutions, was offered to provide instruction in the use of task analysis for curriculum development. Seminar activities included panel discussions, small group work sessions, field trips, and major presentations dealing with task analysis, experimental and clinical evidence for including child development courses in the child care curriculum, group care of infants, educational and health components in child care, and training for role differentiation. Some of the seminar activities are summarized, and a curriculum outline for child care personnel, film list, bibliographies, and other materials are appended. (SB)

ED 059 393 08 VT 014 737

Social Service Aide Project. Summary Reports and Proposals.

YMCA of Metropolitan Chicago, Ill. Career Options Research and Development (CORD).
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0329
Pub Date 30 Sep 70
Grant—OEG-0-8-070329-3694(085)
Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, Core Curriculum, Curriculum Development, Disadvantaged Groups, *Human Services, Job Analysis, Job Training, Junior Colleges, Manpower Development, Occupational Mobility, *Program Development, *Program Proposals, Secondary Grades, Social Agencies, *Subprofessionals, *Vocational Development, Vocational Education

Identifiers—Career Options Research and Development, CORD, *Social Service Aides

The Social Service Aide Project for the training and education of paraprofessionals is a part of the Career Options Research and Development Project of the Young Men's Christian Association of Chicago. These materials include: (1) "A Report of Pilot A Social Service Aide Program: Phase I and II (September 1969-August 1970)," (2) "Pilot D: Human Services Career Development Program (High School Education and Training)," part of the Phase II Final Report, and (3) "Phase III Proposal of Social Service Aide Project for the Training and Education of Paraprofessionals (October 1970-September 1971)." Related materials include ED 035 062, ED 047 138-047 142, ED 056 420-056 421, and ED 057 001. (CD)

ED 059 394 08 VT 014 740

Career Options Research and Development.

Materials From Phase II Final Report.

YMCA of Metropolitan Chicago, Ill. Career Options Research and Development (CORD).
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0329
Pub Date 30 Sep 70
Grant—OEG-0-8-070329-3694(085)
Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, *Career Opportunities, College Credits, Employment Opportunities, *Human Services, Interagency Cooperation, *Manpower Development, Occupational Mobility, *Program Development, Social Agencies, *Subprofessionals, Systems Approach, Task Analysis

Identifiers—Career Options Research and Development, CORD, *Social Service Aides

The Social Service Aide Project for the training and education of paraprofessionals is a part of the Career Options Research and Development project of the Young Men's Christian Association of Chicago. These materials from the Phase II Final Report include: (1) Fourth Quarterly Progress Report (July-September 1970); (2) "Systems Approach to Job Design and Manpower Utilization," a report of activities leading up to and including three task analysis workshops, (3) a report of the Metropolitan Educational, Social and Human Services Conference (May 20, 1970), (4) "Life/Work Equivalency Accreditation," a discussion by professionals of the granting of college credit for life and work experiences, and (5) "Interpretive Analysis of YMCA Professional Certification." Related materials include ED 035 062, ED 047 138-047 142, ED 056 420-056 421, and ED 057 001. (CD)

ED 059 395

VT 014 759

McMinn, James H.

The Career-Centered Curriculum for the Vocational Complexes in Mississippi. Interim Report. Mississippi State Board for Vocational Education, Jackson.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jul 71

Contract—OEC-0-70-5177(361)

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Career Planning, *Occupational Guidance, *Occupational Information, *Pilot Projects, Remedial Programs, Skill Development, Vocational Development, Vocational Education

Identifiers—*Career Development

This project was designed to develop and demonstrate to teachers, administrators, and the public, a coordinated and integrated program of career development from Grade 1 through post-secondary vocational-technical education, in order to give impetus to the development of career-centered curriculums for vocational complexes in Mississippi. The procedure views the levels of occupational education as a pyramid, with students making decisions about careers based on broad exploratory experiences and counseling. As choices are narrowed the experiences become more intensified. A remedial program is operated for students who are identified as potential dropouts in order to equip them with the competence and skills necessary for pursuing further vocational training. It was concluded that the exemplary project made important progress in developing skills which will serve as a basis for continuous growth and advancement in chosen careers, and it was recommended that funding should be continued for the second year of operation. (Author/GE)

ED 059 396

VT 014 762

Career Education.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-Pub-OE-72-39

Pub Date 71

Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0878; HE 5.280-80075 \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Career Education, *Career Planning, Educational Innovation, Elementary Grades, Occupational Clusters, Occupational Guidance, Secondary Grades, Vocational Counseling, *Vocational Development

Identifiers—*Occupational Exploration

Nearly 25 million students leave the formal education system of the United States each year without adequate preparation for a career. Career education offers an opportunity to develop and implement more appropriate curriculums that will meet the needs and desires of students and serve the purposes of society. The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work. Beginning with the early elementary school years (K-6), the student is provided an opportunity to explore a wide spectrum of occupational clusters so that by the middle grades (Grades 7-9) he can examine more closely those clusters in which he is most interested. By the end of the 10th grade he develops elementary job skills that he can pursue if he does not complete the 12th grade. If he does complete the 12th grade, the student is prepared to enter the labor market or to continue his education at a post-secondary institution. To put a career education program into action requires a profound rethinking of missions and restructuring of operations by all who are concerned with American education, but the benefits gained will be worth the investment. (SB)

ED 059 397

VT 014 769

Reports on the Implementation of the Vocational Education Amendments of 1968.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date Nov 71

Note—973p.

EDRS Price MF-\$0.65 HC-\$32.90

Descriptors—Advisory Committees, Followup Studies, *Government Publications, *National Programs, *Program Descriptions, Program Evaluation, *State Programs, Vocational Directors, *Vocational Education

Identifiers—*Congressional Reports, Vocational Education Amendments of 1968

As a result of the Vocational Education Amendments of 1968, many changes have occurred in the public schools. The primary purpose of this volume is to document these changes. Five reports from the National Advisory Council extend from July 15, 1969 to June 21, 1971. Excerpts from the state advisory councils' 1970 annual reports are included for all 50 states and the District of Columbia, along with a statement from each state director of vocational education. (GEB)

ED 059 398

VT 014 784

Spoonster, Kendrick Lewis

Attitudes Toward Vocational Education: A Comparison.

Pub Date 71

Note—77p.; M.S. Thesis, Ohio State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Comparative Analysis, Masters Theses, *Program Attitudes, Questionnaires, School Superintendents, *State Surveys, Values, *Vocational Education

Identifiers—*Ohio

This study was designed to compare the attitudes of Ohio school superintendents toward vocational education and to determine what factor differentiates the administrators of school districts that contract their vocational training to other vocational school districts from those that do not. After a pilot study was completed and the instrument validated, 32 contract school districts and 52 non-contract districts (an 81 percent return) were surveyed. Following a data comparison based on percentages, it was concluded that administrators of both types of districts hold the same view about the cost and value of vocational education. Also, there was no significant difference in their attitudes concerning the value of vocational education, for students in different scholastic ranges. There was a significant difference in two of eleven statements regarding general attitudes toward vocational education with the major difference being the approach to vocational education within the total high school program, and the priority accorded vocational education by the administrators. (GEB)

ED 059 399

VT 014 787

Evans, Rupert N., Ed. Terry, David R., Ed.

Changing the Role of Vocational Teacher Education.

Illinois Univ., Urbana. Coll. of Education.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield; Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71

Note—219p.

Available from—McKnight and McKnight Publishing Company, 301 Prospect Road, Bloomington, Illinois 61701 (\$5.36)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Career Education, *Conference Reports, Curriculum Development, Employment Projections, Inservice Teacher Education, Institutes (Training Programs), Preservice Education, Program Administration, Program Coordination, Program Evaluation, *Teacher Education, *Teacher Education Curriculum, *Vocational Education

A 4-day institute attended by 21 persons representing vocational education, general education, and state and federal government was held to review the state of the art in vocational teacher education. Discussion activities centered around state of the art papers, and this book contains these chapters based on revisions of the major papers: (1) "The Quality of Life in the Seventies and Implications for Vocational Teacher Education" by J.C. Willers, (2) "Assumptions Underlying Preservice Programs for Beginning-Level Vocational Teachers" by J. Moss Jr., (3) "Assumptions Underlying Inservice Vocational Teacher Education Programs" by A.D. Hill, (4) "Curriculum Development in Vocational Teacher Education: State of the Art and Developmental Needs" by E.J. Simpson and M.L.

Ellis, (5) "Organizational Structure of Vocational Teacher Education" by R.E. Taylor and A.J. Miller, (6) "The Context of Vocational Teacher Education" by R.E. Taylor and A.J. Miller, (7) "The Need for Vocational Educational Personnel" by T.G. Foran and J.J. Kaufman, (8) "Critique of Manpower Projections for Instructional Staff in Vocational Education" by G.G. Somers, and (9) "Evaluation of Vocational Teacher Education" by D. Sjogren. (SB)

ED 059 400

08 VT 014 797

Curriculum Development in Vocational Education (Organizational Phase). Final Report.

Council of the Great City Schools, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0058

Pub Date 29 Oct 71

Grant—OEG-0-71-0927(510)

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, Career Education, Curriculum Design, *Curriculum Development, Educational Administration, Educational Finance, Educational Planning, Inservice Education, *Models, *Occupational Clusters, Program Evaluation, *Vocational Education

To develop a coordinated and systematized program of curricular design, a steering committee met with the vocational directors of several large cities, conducted extensive literature reviews, visited several institutions involved in research and teaching activities, and made contacts with personnel in various Federal agencies. In the area of curriculum development, the most effective approach appears to be instructional content derived from explicit analysis of desired behavior after graduation, rather than from a selection of excerpts from a total body of knowledge. Each curriculum should be defined by what technology and industry need for job success. A proposed solution to problems encountered with the current method of curriculum development (teachers writing for personal classroom use) is based on the probability that a cooperative approach by several large school systems with effective research support and management assistance can gather the financial resources (Federal, state, local, and industrial) to accomplish the tasks. From this base, each school system would sponsor independent development in one or more specific job family areas which would be implemented, field tested, and nationally disseminated. In addition to effective management, the plan also includes inservice staff development and evaluation techniques. (SB)

ED 059 401

VT 014 798

Curry, John F. Brooks, Robert L.

A Comparison of Two Methods of Teaching Life Career Planning to Junior High School Students. Final Report.

North Texas State Univ., Denton.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-1-F-040

Pub Date Sep 71

Contract—OEC-6-71-0487(509)

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Career Education, *Career Planning, Critical Thinking, Decision Making, *Junior High School Students, Occupational Guidance, *Simulation, *Teaching Methods, Vocational Counseling

In an effort to find a better way to help students make educational and vocational decisions, this study compared two methods of teaching life career planning to junior high school students. Following the "Nonequivalent Control Group" design, the study involved an experimental group being taught by means of the Life Career game and a control group being taught by a teacher-directed method using traditional materials. Pretest and posttest measures of subject content, attitude, and critical thinking abilities were obtained using such instruments as a Semantic Differential, the Life Career Inventory, and the Watson-Glaser Critical Thinking Appraisal. Also a retention test was administered 23 days after the posttest. Based on the analysis of data, a major conclusion of the study included: (1) The Life Career game is no more effective than traditional

130 Document Resumes

methods in assisting students to learn subject matter, (2) Simulation is more effective than traditional methods in changing attitudes and for retention of subject matter, and (3) Neither method was effective in improving critical thinking ability. (Author/JS)

ED 059 402 VT 014 805

Herr, Edwin L.

Review and Synthesis of Foundations for Career Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-61

Pub Date 72

Note—85p.; Preliminary Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Career Education, *Educational Philosophy, *Educational Theories, Historical Reviews, *Literature Reviews, Occupational Guidance, *Research Needs, Research Reviews (Publications), Vocational Counseling, Vocational Development, Vocational Education

To identify conceptual elements and trends leading to career education so that assumptions which the term represents are clear to program developers and decision-makers, an analysis was made of available historical, philosophical, conceptual, and theoretical literature. The analysis offers substantiation that the antecedents of career education reside in both vocational education and guidance, and that the term "career education," so far as it is presently articulated, does have significant support from these knowledge domains. During the past century, much of the support for the antecedents to career education has come from the needs of a labor market changing from an agricultural to a technical character. A review of existing projects reveals that only a few meet the levels of integration, synthesis, or longitude now expected of career education. There has been more emphasis on career programs at the elementary and junior high levels than at the senior high school level or beyond. The evolution of career development theories has stimulated programs of a prevocational character placed earlier in the life of children. Many research requirements are stimulated by career education, and these needs are listed. (SB)

ED 059 403 VT 014 808

Murray, Merrill G.

Income for the Unemployed: The Variety and Fragmentation of Programs. Studies in Unemployment Insurance.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date Apr 71

Note—80p.

Available from—The W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 (\$1.00 per copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Federal Programs, Poverty Programs, *Program Descriptions, *Program Evaluation, *Program Improvement, Public Support, *Unemployment Insurance, Workmans Compensation

Unemployment insurance is the principal income program for workers who lose their jobs, however, it does not provide adequate income, nor does it provide for all unemployed persons. Because many different programs are operated for this purpose, they tend to have a fragmented effect and leave many unemployed persons with no income support. This study is an inquiry into the variety and fragmentation of programs that provide income support, the extent to which unemployment insurance should be expanded and improved, and how it can be better coordinated with other programs. (GEB)

ED 059 404 VT 014 809

Houtp, Gary L., Comp.

Strategies for Teaching English in Career Education. Final Report.

Delaware State Dept. of Public Instruction, Dover.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 71

Note—142p.; Compilation of materials developed at Careers English Workshop (Dover, Delaware, June 21-25, 1971)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Career Education, Educational Objectives, *Educational Strategies, *English Instruction, Instructional Design, *Relevance (Education), Secondary Education, State Programs, *Teaching Guides, Teaching Techniques

Identifiers—Delaware

A Careers English Workshop, conducted at Delaware State College during June 1971, was devoted to documenting the 17 teaching strategies included in this publication. This document was designed as a guide for English instructors who teach in a career education program in the secondary schools throughout Delaware. The strategies reflect a more relevant and meaningful concern for improving communication skills and content than the traditional English language-arts approach. Each strategy is made up of goals, instructional objectives, content, activities, evaluation, and a bibliography. An annotated bibliography is appended. (GEB)

ED 059 405 VT 014 810

Hakel, Milton D. And Others

Checklists for Describing Job Applicants.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—IRC-Bull-51

Pub Date Mar 70

Note—252p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Check Lists, Data Collection, *Employment Interviews, Evaluation Methods, Individual Characteristics, *Job Applicants, *Predictive Validity, Statistical Data, *Success Factors, Tables (Data)

Identifiers—*Interviews

Historically, interviewers have been unable to reach high agreement on applicant potential even when they interview the same applicant. However, it has been recently demonstrated that interviewers can do a good job of gathering relevant data and predicting applicant success. This document is a report on research conducted to learn what factors affect accuracy of predictions based on interview data and how the accuracy may be increased. Following a description of procedures, seven chapters contain data and checklists developed for use in subsequent phases of the research studies. These checklists have been developed for jobs such as: (1) management trainee, (2) general management, (3) engineering, (4) secretarial, (5) clerk typist, and (6) general selling. Each list contains the number of respondents, mean, and standard deviation for favorability, frequency, and importance. (GEB)

ED 059 406 08 VT 014 815

Industrial Education Transfer Programs; Handbook for Counselors and Guide for the Transfer Student.

Western Michigan Univ., Kalamazoo. Dept. of Industrial Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-7-0074

Pub Date 71

Grant—OEG-0-8-070074-3713(085)

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, Educational Needs, *Employment Opportunities, Employment Trends, *Guides, Industrial Arts, *Industrial Education, Job Market, Junior Colleges, Manuals, *Occupational Guidance, Technical Education, Transfer Students, *Vocational Counseling, Vocational Education

Developed through a research grant by educators from Western Michigan University, this package was designed for community and junior college counselors and technical personnel. The

material is to serve as an aid in providing a more efficient transfer program for industrial education students. Much of the information is a result of comments made by a representative group of counselors and deans at a work-study conference and is general in nature so that it can apply to any area of the country. Data are provided about the current and projected job market, job requirements, and educational needs for persons in industrial education in the three areas of industrial arts, technical education, and vocational education. The handbook is in question and answer format with figures and tables included for illustration of data. A list of degree-granting institutions, and an abbreviated version of the Occupational Outlook Handbook 1970-71 are appended. A sample booklet, representative of handbooks produced by several senior institutions is included, and contains information for the student relative to the transfer process. (GEB)

ED 059 407 VT 014 872

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, Number 1.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—21,838p.

EDRS Price MF-\$68.86 HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Clearinghouses, Distributive Education, Documentation, Health Occupations Education, Home Economics Education, Indexes (Locators), Industrial Arts, Information Retrieval, Information Storage, *Instructional Materials, *Microfiche, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced with VT numbers only in Volume 5, Number 1 (VT 014871) of "Abstracts of Instructional Materials in Vocational and Technical Education" (AIM) are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the subject and author indexes from AIM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

ED 059 408 VT 014 873

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, No. 1.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—111p.

Available from—The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (quarterly-one year \$11.00, two years \$18.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, Agricultural Education, Business Education, Clearinghouses, Distributive Education, Health Occupations Education, Home Economics Education, *Indexes (Locators), Industrial Arts, *Instructional Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

This quarterly publication announces the availability of instructional materials acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It should be of particular interest to teachers, curriculum specialists, supervisors, and administrators involved in curriculum development or the use of instructional materials in the teaching-learning setting. Each abstract, a condensation of the report in about 200 words, usually includes the means used to develop the material, the setting for use of the material, and source of available copies. Author, subject, and document number indexes provide entry to the abstracts. Most of the documents which have not been announced in "Research in Education" are available as a separate microfiche set from the ERIC Document Reproduction Service (VT 014 872). Others are available from the source identified in the abstract. (CD)

Subject Index

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number  ED 013 371

Abstracting

The Use of Extracts in Information Services.
ED 058 883

Abstracts

Abstracts of Instructional Materials in Vocational and Technical Education (AIM), Volume 5, No. 1.

ED 059 408

Abstracts of Research in Rehabilitation. The Top Twenty-One Research Selections by the 1970-1971 Research Awards Committee.

ED 059 377

American Indian Education, A Selected Bibliography. Supplement No. 2.

ED 058 980

Northeastern Educational Research Association: Abstracts.

ED 059 278

Parameters of Individualization: Part One, Cognitive Style.

ED 058 716

Quarterly Journal of Studies on Alcohol, Volume 32 Number 4, Part B, Documentation.

ED 059 076

The Use of Extracts in Information Services.

ED 058 883

Academic Achievement

Adjustment to College. A Study of 10,000 Veteran and Nonveteran Students in Sixteen American Colleges.

ED 058 856

Current Research in Early Childhood Education: A Compilation and Analysis for Program Planners.

ED 058 927

The Disadvantaged and His Milieu.

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Computer Assisted/Programmed Instruction on the Law. Final Report.

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A Modern Case for German.

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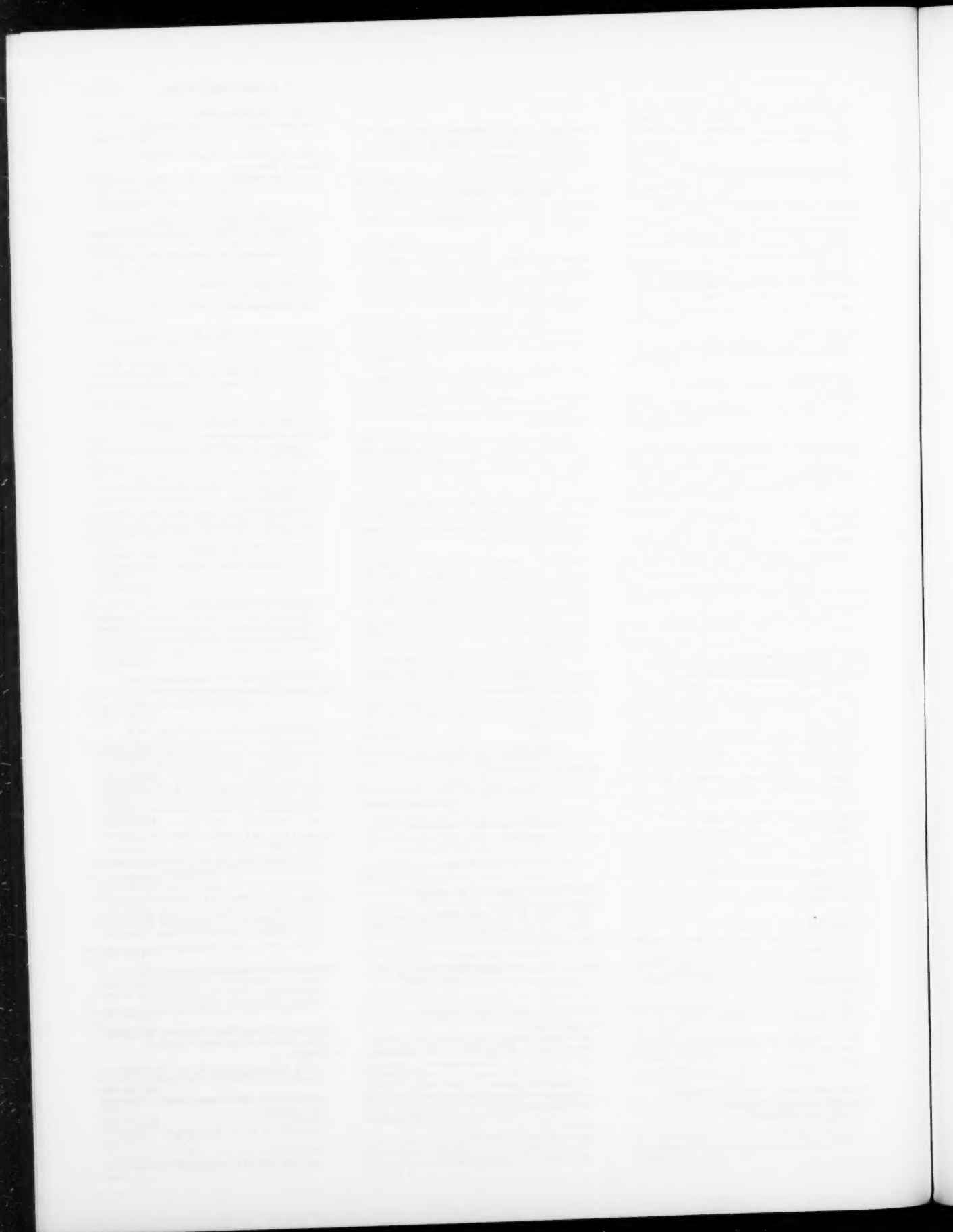
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EC — Exceptional Children	SO — Social Studies/ Social Science Education
EM — Educational Media and Technology	SP — Teacher Education
FL — Languages and Linguistics	TE — Teaching of English
HE — Higher Education	TM — Tests, Measurement, and Evaluation
JC — Junior Colleges	UD — Disadvantaged
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